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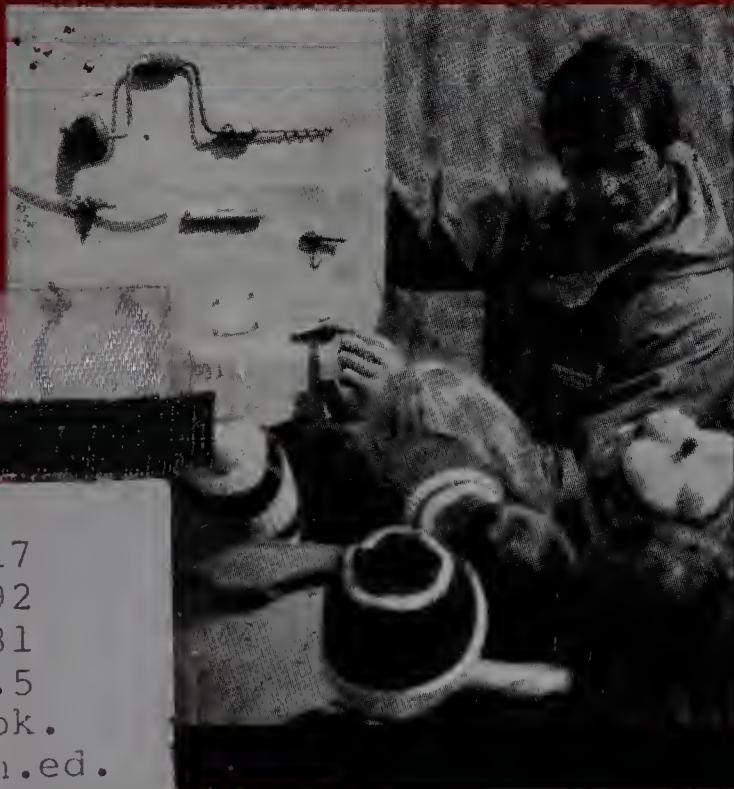
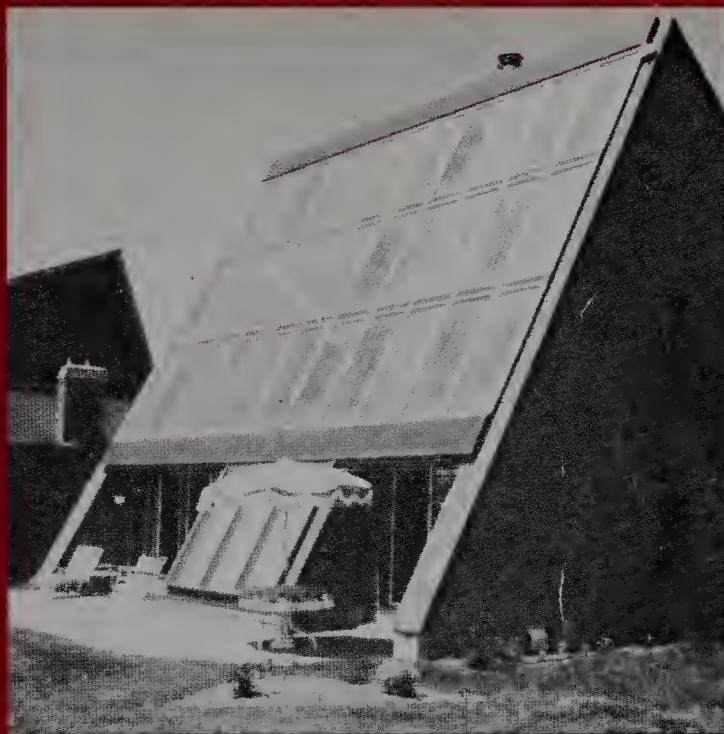
# Starting Points in Reading

REVISED

# B

## Skills Practice Book

### Teacher's Edition



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# **Starting Points in Reading** REVISED

# **B**

## **Skills Practice Book**

A skills practice workbook to accompany  
Starting Points in Reading Revised B1 and  
Starting Points in Reading Revised B2

## **Teacher's Edition**



GINN AND COMPANY/EDUCATIONAL PUBLISHERS

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# It's a dog's life

## An introduction to dogs

Read the poem "An Introduction to Dogs." Think about the points the author raises about dogs as you answer the questions on the next page. Then draw your favorite dog in the empty circle below.



What kind of dog would suit my family? .....

Is my house a quiet or noisy place? .....

What size dog would fit into my house? .....

Does everyone in my family like dogs? .....

Would I take it for walks and runs every day? .....

How much could we spend on feeding the dog? .....

Who would look after the dog if we went on a holiday? .....

Would my dog need a kennel? .....

Is my backyard large enough for a big or middle-sized dog? .....

I could easily look after one of these dogs: ....., .....

..... My favorite is .....

because .....

.....

.....





# The dog who chose a prince

Read “The Dog Who Chose a Prince” on page 14 of your textbook. The author used many descriptive words to help make the different characters vivid in your mind. Skim the story and list as many of these words as you can find for each character in the story.

The dog	small, black, Spaniel, wet, cold, tired, whined, persistent, wiggled with delight, . . . . . eager, black, faithful . . . . .
The Prince	deep gentle voice, voice like bells, thin, lined face, brown eyes, laughed . . . . .
The saddler	fond of animals, master workman . . . . .
Romero	traitor, tricked, groaned, angry . . . . .

Study the words you selected. Create a dialogue using one of the following ideas. Think about what your character would say and how that character would act. Write your dialogue below and practise it with a partner. Later, share your ideas with your classmates.

- The dog meets the Prince for the first time.
- Romero meets the Prince.
- The saddler sees Romero enter his shop and talks to him.
- The dog defends the Prince from Romero.

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# Doggy details

## Greedy dog

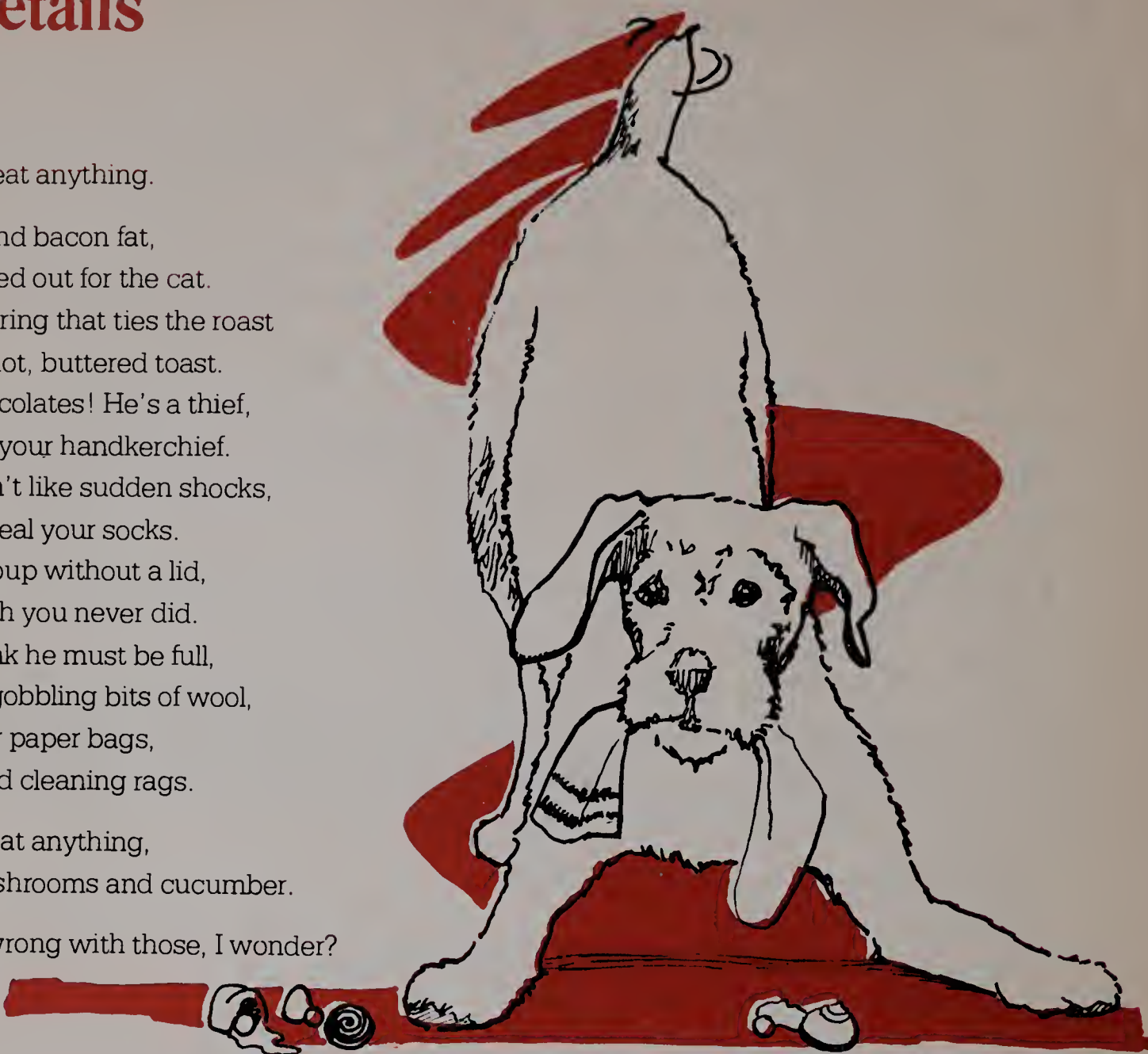
This dog will eat anything.

Apple cores and bacon fat,  
Milk you poured out for the cat.  
He likes the string that ties the roast  
And relishes hot, buttered toast.  
Hide your chocolates! He's a thief,  
He'll even eat your handkerchief.  
And if you don't like sudden shocks,  
Carefully conceal your socks.  
Leave some soup without a lid,  
And you'll wish you never did.  
When you think he must be full,  
You find him gobbling bits of wool,  
Orange peel or paper bags,  
Dusters and old cleaning rags.

This dog will eat anything,  
Except for mushrooms and cucumber.

Now what is wrong with those, I wonder?

James Hurley



1. This dog eats anything! List the things he likes to eat.

apple cores, bacon fat, string, toast, chocolates, socks, soup, wool, orange peel, paper bags, dusters, rags.

2. Why might this dog be just a pup?

He is very frisky and nosy like all puppies.



3. Look at the poem. You'll notice that several words begin with the same sound. These repeated word sounds make the poem interesting. This is called *alliteration*. Find some examples of *alliteration* and list them. Underline the repeated sounds.

even. eat. . . . .

sudden. shocks . . . . .

carefully. conceal . . . . .

peel or paper . . . . .

4. How does James Hurley make this poem enjoyable to read?

The poem has a rhythm. . . . .

The words are cleverly put together. . . . .

There are many word pictures for us to "see." . . . .

5. Have you ever had or known a frisky dog like this? What other things did it do? Write a four-line "bouncy" poem about a frisky dog.

. . . . .

. . . . .

. . . . .

. . . . .



# The seeing heart

A person who is blind often becomes very closely linked to a guide dog by strong feelings of love and trust. These dogs-for-the-blind spend the first year of their lives "on loan" to a young boy or girl who helps the dog grow up with ease among the members of the family.

This is a story of one of these dogs and the child who loved him only to have to give him up after a year.

Larkin was just 15 cm of soft, creamy fluff when Brenda first saw him. A representative from *Guiding Eyes for the Blind, Inc.*, a breeding and training centre in Yorktown Heights, N.Y., placed the puppy in her arms and said, "He's yours, Brenda, for a year." She understood she'd have to give Larkin back. But to herself she thought, "A year is a long time...."

Brenda took Larkin everywhere she could. He learned to sit politely in the family van and move calmly around the shopping centre. *Guiding Eyes* had suggested taking him inside stores, and most shopkeepers were very obliging. Brenda also thought to herself that if Larkin could deal with the comings and goings of the Johnsons, her foster family, and co-exist with Applejack, the family's own pet yellow Labrador, he could probably remain calm anywhere.

When Larkin was about three months old, Brenda began to put him through his obedience paces. For a ten-year-old Grade 4 pupil there was secret pleasure in becoming, for 15 minutes a day, the all-knowing teacher. First came the romping period, for Larkin to work off his high spirits. Then Brenda would slip on his leash (a signal to be serious) and command: "Come," "Sit," "Down," "Forward," "Right," "Left," "Stay." At first, she had to push his body into the proper position or pull hard at the leash in the desired direction. When he did well, there were pats and praise.

For each lesson that Larkin learned, there was a harder one to come. Sometimes Brenda thought about the day she would have to give him back. "It'll be bad for me," she decided, "but it'll be good for the blind person who gets him."

One spring day, Brenda noticed a slight limp in Larkin's right foreleg. "The shoulder has gone lame," the veterinarian told her. "Exercise him. It may work itself out that way."

It was a barely perceptible limp, but if it remained it would disqualify Larkin as a guide dog. If that happened, Brenda knew she would be offered the chance to keep Larkin as her own pet, but she pushed the thought away. Determinedly, she gave the dog extra hours of exercise until the lameness faded.

The day came for the "puppy meeting" (held several times a year), when a *Guiding Eyes* representative evaluated the progress of dogs being raised by children in the area. Larkin was measured and weighed; he'd gained almost 6 kg since the last meeting. In the obedience-evaluation test, Brenda put him through all the commands he knew. Sometimes, in a room crowded with half a dozen other dogs, a puppy will get keyed up and forget his training. Larkin was all business.



Obedience training was important, but Brenda knew her most vital contribution was loving the dog and teaching him to be at home in the human world. In part, that meant Larkin had to learn not to jump or growl at sudden movements, not to bolt at sharp noises.

Two months later, at the temperament evaluation, Brenda and Larkin walked through an “audio-obstacle course” in which the examiner fired a starter’s pistol. Brenda felt Larkin lunge excitedly on the leash. “Forward,” she said. “Good dog.” A few paces later, a metal folding chair was dropped to the floor. Again, Larkin started at the crash, but stayed under control. As a final challenge, a coat was brandished in front of him, like a toreador’s cape taunting a bull. Haughtily, Larkin walked past it.

After the test was over, Brenda fished a biscuit from her pocket and offered it to Larkin. Then the *Guiding Eyes* representative took her aside and said: “Larkin’s about ready to be picked up. We’ll be taking him back to the training centre at the end of August.”

Brenda nodded. It was hard for her to speak. The time had gone by so quickly. There was now only a month of mornings left for Larkin, house-trained and unleashed, to jump on her bed and lick her face awake. There was a definite number now to the times they could play together, go exploring together. As a reminder, she kept telling herself, “I raised Larkin to help somebody else.”

On August 30, Brenda dawdled over breakfast. Larkin sat at her feet, and she fed him a special treat — an egg and an entire piece of toast. Then it was time to get in the van and take him back where he had come from.

At the *Guiding Eyes* centre, Larkin learned to be an accomplished guide dog in four months of rigorous schooling with a trainer. When a class of 12 blind people was assembled at the centre, each was matched to a dog for both size and temperament, then taught to work with that dog: to issue commands, to trust the dog to signal, by stopping, when there was a step up or down, a drop in the road, an obstruction, a danger — to make, indeed, the leap of faith that must take place when a blind person allows a dog to act as his or her eyes.

Larkin was paired with Tom Connors, a heavysset, 66-year-old man with the fierce independence of a former truck driver. Larkin learned to respond to Tom’s deep voice, to follow his commands, to adjust to his pace and gait. The man learned to love and trust the dog. “He’s a gentle dog,” Tom decided, “a soft dog.” As he had been with Brenda, Larkin was affectionate with his new master, standing on his hind legs and arranging his front paws around Tom’s neck in a fond, bearish hug.

On February 2, 1980, five months after she’d said good-bye to Larkin, Brenda was invited to “graduation day” for Larkin and his new owner. Larkin was wearing a leather harness with a rigid U-shaped handle held by a smiling Tom Connors. Brenda watched as Larkin guided Tom down a wooded hillside. She followed a few metres behind as Larkin turned onto the road and led Tom along it, then across it after waiting for a car to pass. “I did that,” Brenda thought, with a glow of pride. “I raised this dog. I made this possible.”

by Claire Safran



Brenda and Larkin were alike in several ways. Skim the story and list the ways that the author mentioned. Then, add two ideas of your own to the list. Put an asterisk (\*) beside your ideas.

Brenda	Larkin
was a foster child .....	was a foster dog for 1 year .....
had responsibilities .....	had responsibilities to learn in order to be a .....
liked to play and have fun .....	.. good guide .....
.....	liked to play, explore .....
.....	.....
.....	.....

Why did Brenda’s parents let her keep Larkin for a year even though it would be difficult to part with her foster pet?

to teach Brenda responsibility; to give their child the experience of a dog / child relationship; to help her care for another living creature; to make her proud of her role in a blind person’s life; other answers will vary. . . .

.....

.....

.....

At the *Guiding Eyes* centre, how were the guide dogs matched with their future owners? Why?

They were matched for size and temperament because complete trust has to develop for a dog to be .....

allowed to act as eyes for a blind person. ....

.....

.....



How do you think Larken felt when he was taken from Brenda?

He felt abandoned, sad and needed Brenda. . . . .

. . . . .

. . . . .

. . . . .

How did he feel when he met Brenda after the four months training was complete?

He had learned to love his new master but he . . . . .

remembered Brenda and was happy to see her. . . .

. . . . .

. . . . .

. . . . .

# Dog words

Read the following sentences from "The Seeing Heart" story. As you read each one, decide what you think the underlined word means. Circle two of the words listed underneath that have the same meaning as the underlined word. Then add one of your own in the space provided.

1. "How did he get out? Had she forgotten to latch the gate?"

lock unfasten, fasten .....

2. "One spring day, Brenda noticed a slight limp in Larkin's right foreleg."

felt, saw, perceived .....

3. "Sometimes, in a room crowded with half a dozen other dogs, a puppy will get keyed up and forget his training."

sick, nervous, upset .....

4. "Larkin was paired with Tom Connors, a heavysset, sixty-six-year-old man with the fierce independence of a former truck driver."

teamed, matched, placed .....

Now use each of these underlined words in sentences of your own.

1. ....

2. ....

3. ....

4. ....



# “Hearing-ear dogs” signal sounds for deaf

In the silent world of Karen Fleming, babies never cry, doorbells never ring, and the alarm doesn't sound in the morning. But she hears each sound anyway, through the ears of a dog named Shadow.

At the ring of the doorbell, for example, the 18-month-old border collie runs excitedly around the Brampton house or jumps up on her 19-year-old deaf owner, then leads her to the door.

Such a scene is likely to become more common, according to the Canadian Hearing Society.

Although Shadow is one of only a few “hearing-ear dogs” society officials have heard of in Ontario, more and more deaf Canadians are interested in the concept.

## A new life

Like Fleming, they realize a dog like Shadow could mean a “whole new life.”

“I thought I would always be a kind of cripple depending on other people,” Says Fleming, a second-year MacMaster University student, who got the dog from a trainer in Ancaster, just outside Hamilton, this week.

“People have always been so protective of me. I've never been able to have a private room at university because I wouldn't be able to hear if the fire alarm went off. They even give my key to other people in case of fire. But you don't want everybody to have your key.”

Last winter, a secretary at the university told Fleming about a newspaper article on Jacqueline Harbour, an Ancaster dog breeder who had trained a poodle for her deaf mother. Harbour had heard about dogs being trained in the United States and was interested in

developing the technique as a non-profit business in Ontario.

So Fleming and Harbour worked out a training program for Shadow, a stray black-and-white dog that Harbour had been training for a couple of months.

The dog already knew the basics of being a hearing-ear dog and was an ideal animal to train — small, so she could move quickly, good-natured and intelligent.

Harbour put her in a small room in the house for 15-minutes intervals during the day with an egg-timer. When the dog wagged its tail and became excited at the noise, Harbour patted and praised her. When she barked, Harbour scolded her.

After a month, Harbour took her to different parts of the house and let her hear the egg-timer with other sounds in the background. Gradually the dog learned to react to doorbells, phones and smoke detectors by gaining her attention and leading her to the source.

Finally, Harbour made a tape recording of sounds the dog would need to know while working for Fleming. Since Fleming is spending the summer babysitting for a family with three children in Brampton, Harbour recorded the youngest child's crying.

## A warning

“Everything's working out great,” says Fleming. “Last night Shadow woke me up when the baby cried. I've answered the doorbell three times, and she even warned me when the children were coming up the driveway.”

*by Patricia Owen, Toronto Star*

How does this dog help change society?

It allows people who are hearing impaired to live alone; it alerts parents to children; it warns when danger arises.

How did this dog create a whole new life for Karen Fleming?

She could have her private room at university; she could tend to a child's needs.

What things couldn't Karen do before she acquired Shadow?

live alone in university; hear dangerous things; know when her baby needed her.

Think of five more ways dogs might be used or are being used to help society. Try to use ideas not mentioned in the chapter.

My invented ways:

.....  
.....  
.....  
.....  
.....

Actual uses of dogs:

tracking criminals  
locating drugs at airports, warfare  
guarding homes and businesses  
medical research  
.....

# Sung by the pines of the forest

## *Pioneer girl*

Read the selection "Pioneer Girl" on page 52 of your textbook and notice how different Maryanne Caswell's life is from your own. List these differences, then write a letter to Maryanne telling her about your life today.

Maryanne's lifestyle: lived in 1887 in country, had few neighbors, put beds away daily, ate porridge, fed

calves, sang hymns at organ, stayed at relatives, lived in two rooms, her father farmed, parents gardened,

medicine was home-made, food was all home-made, built prairie-sod house, built milk house, roofs were

sodded, life was busy.





Date .....

Dear Maryanne,

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# All work and no play!

## Mary make the butter

MARY make the butter!  
MARY make the cheese!  
MARY make a pumpkin pie,  
    and shell the walnuts, please!  
MARY bake a fruitcake!  
MARY bake some bread!  
MARY PUT YOUR BOOK AWAY  
AND DO SOME WORK INSTEAD!

Ivy O. Eastwick



How old do you think Mary is? Why? a child or teenager; a mother would not need to be told to do this.

.....

Write a second verse, but end it "And please play instead!" or change the name from "Mary" to "Jack."  
Share your poem with the class.

.....  
.....  
.....  
.....  
.....  
.....  
.....

What chores do you dislike?

What play activities do you like best?

Answers will vary.  
.....

Answers will vary.  
.....

# Rhyming Simon

Rhyming Simon loves to make up little verses. He has made up a verse to go with each of the "art" words below. Match each of the words with the verse that tells about it.

collage          sculpting          tempera          chalk  
 masterpiece      silversmith      realistic

With precious metal he works all day,  
 To make a pitcher, brooch, or tray.

silversmith. ....

Write on the blackboard, draw on the road,  
 Write silly sayings, or draw a funny toad.

chalk. ....

Every artist tries to paint one.  
 "I'll be famous when it's done!"

masterpiece. ....

"Making a shape, or a bird today?"  
 The sculptor shapes the lifeless clay.

sculpting. ....

Add some water to bright green powder,  
 And paint a tree or a fishy flounder.

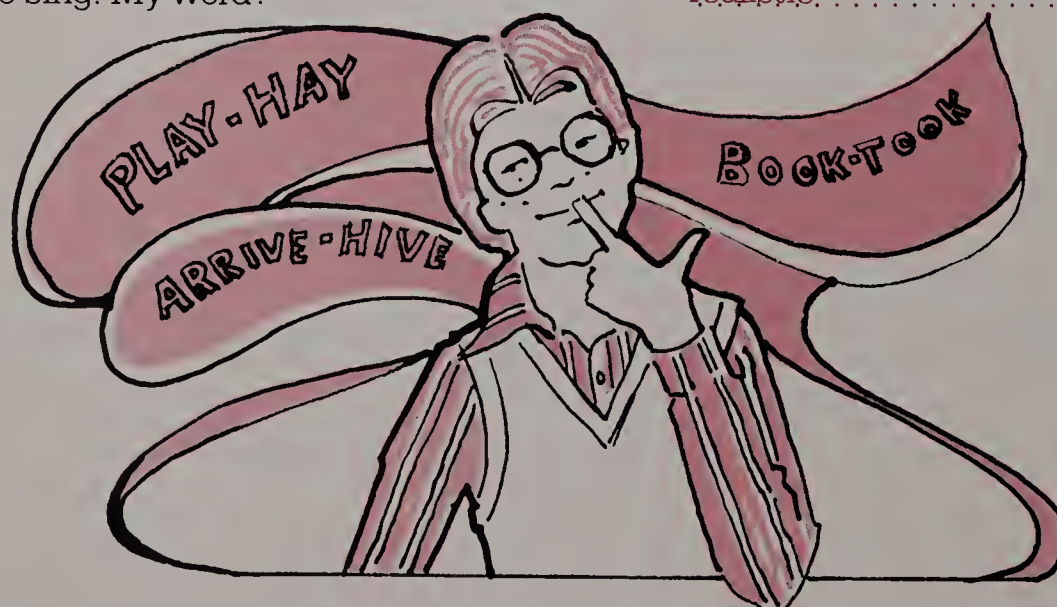
tempera. ....

A piece of rag, a paper bag,  
 A mess of glue, some pictures too,  
 Arrange them so — it's art you know!

collage. ....

"Why that painting looks just like a bird!  
 It seems about to sing. My word!"

realistic. ....





# What's with the weather?



In pioneer days, weather played a very important part in the family's life. If it rained, indoor chores had to be done. If an unexpected late frost arrived, it could kill the crop seedlings. If there were much snow in winter, the rivers, rivulets, and streams would flood great land areas. If it were too dry and hot, forest fires easily threatened pioneer homes. So weather was very important.

The pioneers believed in weather omens. They used animals, insects, plants, the weather itself, the moon, and fire to predict changes in the weather. Perhaps your grandmother and grandfather use sayings which came from these ideas.

How did pioneers use animals to predict winter weather? They observed them; they listened to them. They believed that winter would be bad if squirrels began gathering nuts early, if muskrats and beavers built bigger lodges, if squirrels' tails grew bushier, if fur on the feet of rabbits, horses, sheep, mules, cows, and dogs were thicker than usual. They observed their cows — did they gather closely together? By noticing whether birds huddled closely on the ground and whether they ate all wild berries earlier than usual, the pioneers knew whether or not to predict a long, cold, bad winter.

Did observing insects help them prepare for winter? They believed so. They thought that if hornets and bees built nests closer to the ground, the winter would be difficult. Other insects indicated warnings as well — worms that bent up, more spiders than usual appearing in fall, moths hitting the screen trying to get in, crickets getting into the chimney, ants building high hills, the woolly caterpillar's coat growing more thickly, butterflies migrating earlier and gathering in huge bunches in the air.

Could plants cause the pioneers to prepare earlier for winter? Some indicated specific warnings by changes in “behavior”! A bad winter approached if blackberry blooms were heavier, if carrots grew deeper, if grapes and apples ripened earlier, if potato skins were tougher, if onions grew more layers, if the crops of berries, acorns, and pinecones were greater, if bark on trees grew denser, if leaves fell earlier, if moss grew heavy on the trees, and if the summer grass were a darker green.

How then could weather predict weather? Easily, if you knew the secrets. Two frosts and much rain meant cold weather was near. A late frost meant a bad, long winter. For every frost or fog in August, there would be a snowy day in winter. Three or more severe fogs in June or July meant early snow. If the first snowfall stayed on the ground for three days, another snowfall would come soon. If frost appeared before November, winter would be long and mean. Much thunder in late autumn meant a long, hard winter. A long hot summer meant a long, cold winter — the hotter the summer, the colder the winter.

Do you believe that by carefully observing fire, winter predictions could be made? Here are several of our ancestors’ beliefs. If an outside fire “popped,” it would snow in three days. Should noises from the chimney sound like boots swishing through deep, dry snow, the next snowfall would be very deep. It would snow within twenty-six days if chimney smoke flowed down or settled near the ground. Also, if it were cloudy and smoke rose, there would be a chance of snow.

There were many other signs or omens that people used to analyse and foretell future weather patterns. Do you believe these? It will rain within three days if the horns of the crescent moon point down, if leaves show their backs, if cows lie down in pasture, if the moon has a halo, if the sun sets with the clouds, if you see a black snake in a tree, if an ant covers the hole of its anthill, if birds fly low.

What omens did a pioneer hope for? The screech owl’s call, the sight of smoke rising, the sound of hollering crickets. All these were signs that the pioneers attributed to a coming rise in temperature.

Today we have kept some of these beliefs and created others of our own. Perhaps one hundred years from now, other students will analyse our beliefs to find out about our life now, just like we’re finding out about pioneer life a century ago.

Do you believe all of these ideas? Which one seems the most ridiculous to you? Why?

Answers will vary. . . . .  
.  
.  
.

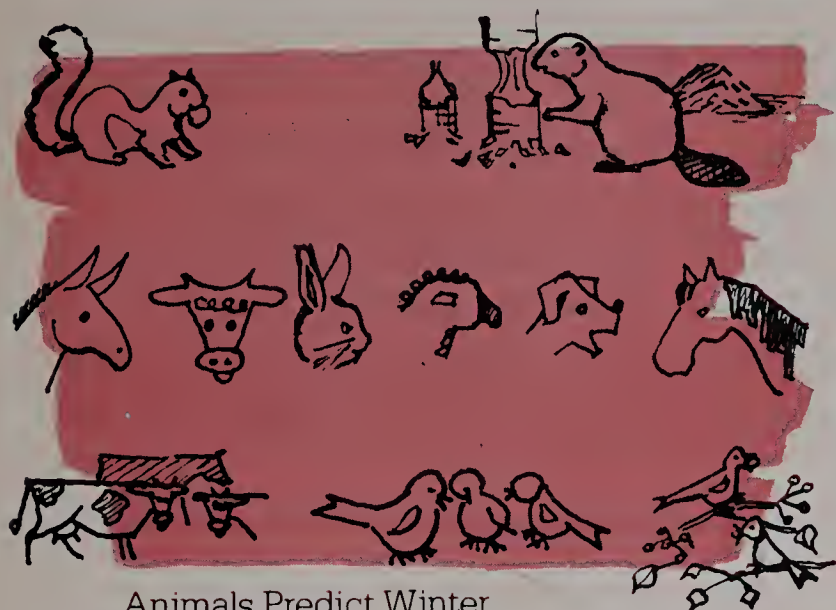
Which one makes the most sense? Why?

Answers will vary. . . . .  
.  
.



Many details were given to support the pioneer beliefs. Skim the article. Complete the pictograph below by drawing a quick sketch to illustrate each belief in the appropriate rectangle. When you have finished, sit with a partner and by looking only at your sketches, try to recall the predictions for each heading. Do your sketches contain enough detail?

### Forecasting weather



Animals Predict Winter



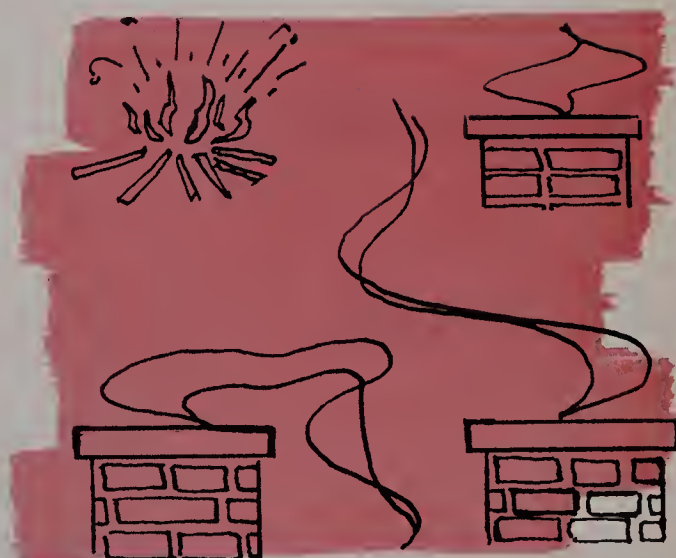
Insects Predict Winter



Plants Predict Winter



Other Weather Predictions



Fire Predicts Winter



# Red River Settlement

The Red River Settlement was located in the Manitoba area 1120 km from the Pacific Ocean.

The banks of the Red River are low on both sides, so when the spring thaw is great, flooding happens easily . The area is very isolated. The families who lived there provided for themselves, so even the children were always very busy. Much work had to be done — the animals needed tending, the garden needed planting, the crops needed cultivating and gathering, the livestock needed to be slaughtered in preparation for the cold prairie winter. The icehouse stored the meat, so the meat had to be chopped or sawed off when required for meals. Children seldom had fruit in winter, and candy was an extra-special treat. Most clothing was made in winter from sheep’s wool, which was carded, dyed, spun, and woven. The leather for shoes was made from tanned cattle and buffalo hides; the shoes were called “beef shoes.”

Early Canadians had many problems to solve. Read each statement below. On the lines write how the settlers solved these problems.

Problem	Solution
1. The Red River Settlement was isolated.	1. The pioneers provided everything for themselves. .....
2. Food had to be prepared to last the whole winter.	2. Everybody prepared the food.. ..... .....
3. There were no fresh vegetables in winter.	3. The vegetables were frozen and thawed when. .required.. .....
4. People couldn’t buy clothes.	4. The mothers and fathers made all clothes — even .shoes.. .....
5. Cloth couldn’t be bought.	5. Sheep were shorn and the wool was carded, .. .dyed, spun, and woven. ....

# A pioneer village

After you have read "A Pioneer Village" on page 63 of your textbook, read the following sentences. They contain several "nonsense" words, which are underlined. Use clues from the rest of the sentence to help you discover their correct meaning. In the list that follows, underline the correct corresponding words.

1. The chimneys and fireplaces were made of stone or homemade splurts.
2. Those pioneers with special artoops became blacksmiths, tinkers, and other craftsmen.
3. Small communities usually developed where two pisquits crossed each other.
4. Clearing the land required a tremendous amount of physical blot.
5. Even though the pioneers were busy, they still found time to make chichipers and other household objects.

1. Splurts probably means: bread, bricks, logs, rocks.
2. Artoops probably means: skills, parents, tools, homes.
3. Pisquits probably means: birds, mountains, roads, children.
4. Blot probably means: strength, violence, needs, education.
5. Chichipers probably means: screwdrivers, roofs, gardens, furniture.

Write two sentences of your own, substituting an underlined nonsense word of your own. Try your sentences on a partner. Did you guess each other's words? Remember to give enough clues in the rest of the sentences to enable your partner to guess accurately.

1. Answers will vary: .....

2. Answers will vary: .....



## Lost in the barrens

Read the excerpt from "Lost in the Barrens" on page 65 in your textbook. Then complete the exercise below.

**Part I.** Choose the effect most likely to result from each cause given below. Circle the letter beside the answer you select.

1. Cause:

The eagerly awaited letter brought some unhappiness for Jamie.

Effect:

- a. Jamie had second thoughts about moving away.
- ☒ b. Jamie realized that apart from his uncle, he was truly alone.
- c. Jamie wanted to return to boarding school to stay with his friends.

2. Cause:

After a year, Jamie felt at home with his Uncle Angus.

Effect:

- ☒ a. He was tanned, grew taller, had blue, sharp, and alert eyes, and was content.
- b. Jamie had no one to boss him around.
- c. He became close friends with Alphonse's son Awasin.

3. Cause:

Jamie and Awasin became fast friends.

Effect:

- a. Jamie taught Awasin to read and write.
- b. Awasin lived with Jamie and his uncle occasionally.
- ☒ c. Awasin taught Jamie wilderness skills.



**Part II.** Choose the cause which is most likely to result in the effect given. Again, circle your answer.

1. Effect: the tamarack trees were turning green.

Cause:

- a. It was springtime in the north.
- ☒ b. The month of June was nearly over.
- c. There was enough rain now.

2. Effect: Jamie would teach Awasin as well.

Cause:

- ☒ a. Jamie realized his friend could learn from him too.
- b. Jamie felt Awasin was not smart enough.
- c. Jamie would teach Angus how to read books.



# In hot water

## Associations

Read the poem "Associations" on page 74 in your textbook. Just like the poet, everyone has different associations for different things. For example, when you see the word *smoke*, you might think of fire. I might think of a firecracker.

Write your associations for these words. Then, turn to a classmate and compare your lists. *Answers will vary.*

Flat .....

Hot .....

Wet .....

Pet .....

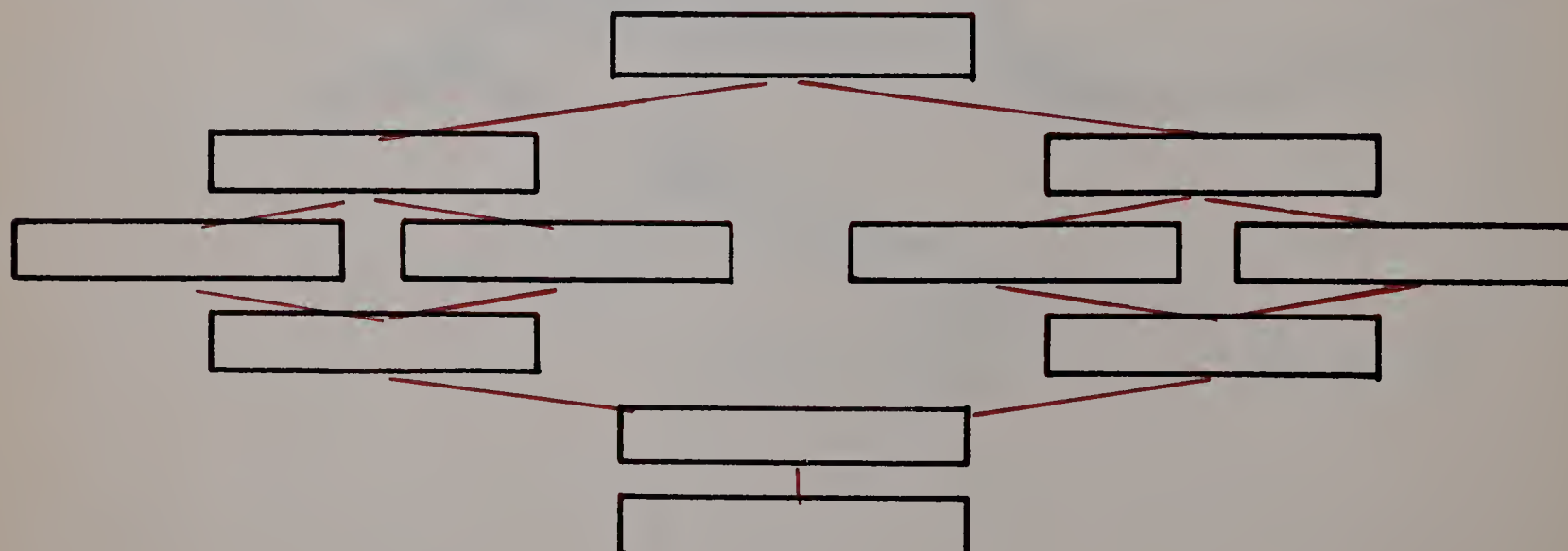
Beautiful .....

Old .....

Equal .....

Danger .....

Now, using the model below, make a Super Box Diamond Poem. Start with any word. Then think of associations for your word. Sometimes you will need to think of one association for two words. Share your Super Box Diamond Poem with your classmates. *Answers will vary.*



# Powerful words

Do you mean what you write? Words are very important to a story. Let's find out how different words can alter a story completely.

Read this story to yourself, including the words under each blank. Then, fill in the blanks with antonyms. Share your version with the other students. *Answers will vary.*

..... <sup>Late</sup> ..... one ..... <sup>evening</sup> ..... three ..... <sup>adults</sup> ..... were ..... <sup>lost</sup> .....  
<sub>Early</sub> ..... <sub>morning</sub> ..... <sub>children</sub> ..... <sub>found</sub> .....

in ..... <sup>a tiny</sup> ..... forest. Peter was the <sup>dumbest, dullest</sup> ..... of the three, Anita was the most ..... <sup>stupid</sup> .....  
<sub>an enormous</sub> ..... <sub>cleverest</sub> ..... <sub>wise</sub> .....

and Jeremy was the ..... <sup>shortest</sup> ..... <sup>Later</sup> ..... the three ..... <sup>adults</sup> .....  
<sub>tallest</sub> ..... <sub>Soon</sub> ..... <sub>children</sub> .....

realized that a ..... <sup>small</sup> ..... sound ..... <sup>nearby</sup> ..... signified that other ..... <sup>animals</sup> .....  
<sub>loud</sub> ..... <sub>in the distance</sub> ..... <sub>people</sub> .....

were ..... <sup>far away from</sup> ..... them. They decided to ..... <sup>slowly</sup> ..... <sup>walk</sup> ..... for  
<sub>close to</sub> ..... <sub>quickly</sub> ..... <sub>run</sub> .....

shelter, because the ..... <sup>quiet</sup> ..... booming of the thunder indicated rain. Upon ..... <sup>leaving</sup> .....  
<sub>loud</sub> ..... <sub>approaching</sub> .....

the house, a voice ..... <sup>whispered</sup> ..... at them. They became ..... <sup>brave</sup> ..... and ..... <sup>finished</sup> .....  
<sub>screamed</sub> ..... <sub>frightened</sub> ..... <sub>started</sub> .....

to ..... <sup>approach</sup> ..... However, Peter helped his brother and sister and ..... <sup>later</sup> ..... they  
<sub>run away</sub> ..... <sub>soon</sub> .....

were ..... <sup>endangered</sup> ..... from the ..... <sup>soothing</sup> ..... voice. After ..... <sup>many</sup> ..... hours all  
<sub>safe</sub> ..... <sub>threatening</sub> ..... <sub>a few</sub> .....

three were ..... <sup>in danger</sup> ..... in the ..... <sup>legs</sup> ..... of their ..... <sup>mother</sup> ..... and ..... <sup>father</sup> .....  
<sub>safe</sub> ..... <sub>arms</sub> ..... <sub>father</sub> ..... <sub>mother</sub> .....

again. And they ..... <sup>always</sup> ..... <sup>came</sup> ..... home without ..... <sup>questioning</sup> ..... their  
<sub>never</sub> ..... <sub>left</sub> ..... <sub>telling</sub> .....

parents where they were ..... <sup>coming from</sup> .....  
<sub>going</sub> .....



# What is the writer's aim?

Writers have many different aims or purposes in their writing. For example, the aim of a writer of fiction is very different from the aim of a person who writes encyclopedia articles. The fiction writer writes to tell the reader an interesting story, while the encyclopedia writer writes to inform the reader.

Listed below are six of the many reasons a writer may have for writing.

1. To tell an imaginative story
2. To share a personal experience
3. To give directions on how to do something
4. To try to persuade the reader to think or do something
5. To make the reader laugh
6. To give information

As you read the following three selections, decide what the aim of the writer is in each. Read carefully — don't be fooled by the title or even the first few sentences!

## Blow up the brig

I have got an alarming confession to make. I am haunted by a Ghost.

If you were to guess for a hundred years, you would never guess what my Ghost is. I shall make you laugh to begin with — and afterward I shall make your flesh creep. My ghost is the ghost of a Bedroom Candlestick.

Yes, a bedroom candlestick and candle, or a flat candlestick and candle — put it which way you like — that is what haunts me. I wish it was something pleasanter and more out of the common way; a beautiful lady, or a mine of gold or silver, or a cellar of wine and a coach of horses, and such like. But, being what it is, I must take it for what it is and make the best of it; and I shall thank you kindly if you will help me out by doing the same.

*by William Wilkie Collins*

The aim of the writer is to .....

.....

✓

**How to capture a crocodile**

Anybody can capture a crocodile. This is how to go about it. First get a telescope, a matchbox, a pair of tweezers, and a large, very boring book.

Then choose a steamy hot day and go to the riverbank where crocodiles live. Just sit down with the telescope, matchbox, and tweezers next to you and start to read. Since the day is warm and the book is dull, you will soon fall asleep.

A crocodile will see you after a while and naturally will come to investigate. He will peer over your shoulder at the book and start to read it. Because the day is hot and the book is dull, he too will fall asleep.

As soon as he does, you wake up. Take the telescope and look at the crocodile through the wrong end. Then using the tweezers, pick him up and put him in the matchbox. And there you have your crocodile.

*by David Allen Clark*

The aim of the writer is .....

.....

**Candy apples for Halloween**

Here's how to make a special treat for all the trick-or-treaters who will be knocking on your door Halloween evening. Candy apples are loved by children everywhere.

Wash twelve red apples and stick wooden skewers into the stem ends. Do not use apples with a waxy skin, for the wax will keep the candy from sticking.

Now make the candy. Put 500 mL of sugar, 125 mL light corn syrup, and 200 mL water into a sauce pan. Cook this mixture over low heat, stirring constantly, until the candy reaches a temperature of 150°C on a candy thermometer. Then remove the candy from the heat and place it over hot water. Add red food coloring. Now dip the apples into the candy and place them on waxed paper to cool. Wrap each apple in waxed paper or clear plastic wrap and your Halloween treats are ready.

The aim of the writer is .....

.....

# Limericks and anagranimals

Look in your library and find a limerick to share with the class. Write and illustrate it here:

.....

.....

.....

.....

.....

author: .....

What is special about the last line? *It contains a "twist."* .....

Why do people write limericks? *They are fun; they have good rhythm; they are easy to remember; other answers will vary.* .....

.....

.....

Complete this limerick:  
The jolly man wriggled with glee  
As he spotted a sight he could see.

For .....

.....

.....



## Anagranimals

An anagram is a word or phrase made from another word by rearranging the letters. For example, the words *tear* and *tare* are anagrams for *rate*. The letters are the same, aren't they?

What do you think "anagranimals" are?

They make up animal names. ....  
.....

The following words are anagranimals. What do they stand for?

so her .horse .....

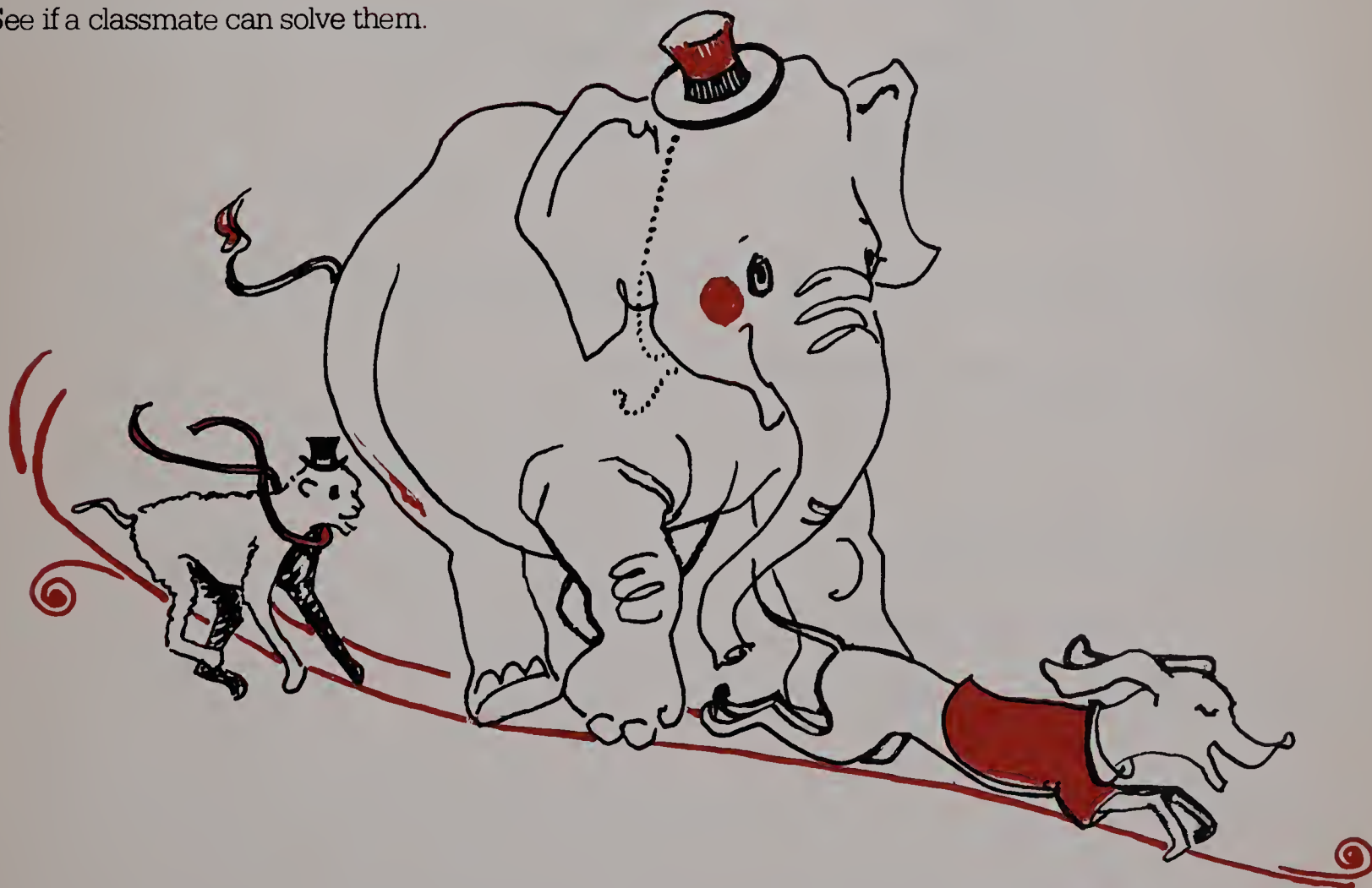
ink test .kittens .....

key rut .turkey .....

toga .goat .....

Make up two of your own: .Answers will vary. ....

See if a classmate can solve them.



# Feelings about words

Some words clink  
As ice in drink.  
Some move with grace  
A dance, a lace.  
Some sound thin:  
Wail, scream, and pin.  
Some words are squat:  
A mug, a pot,  
And some are plump,  
Fat, round, and dump.  
Some words are light:  
Drift, lift, and bright.  
A few are small:  
A, is, and all.  
And some are thick,  
Glue, paste, and brick.  
Some words are sad:  
"I never had...."  
And others gay:  
Joy, spin, and play.  
Some words are sick:  
Stab, scratch, and nick.

Some words are hot:  
Fire, flame, and shot.  
Some words are sharp:  
Sword, point, and carp.  
And some alert:  
Glint, glance, and flirt.  
Some words are lazy:  
Saunter, hazy.  
And some words preen:  
Pride, pomp, and queen.  
Some words are quick:  
A jerk, a flick.  
Some words are slow:  
Lag, stop, and grow.  
While others poke  
As ox with yoke.  
Some words can fly —  
There's wind, there's high;  
And some words cry:  
"Goodbye....  
Goodbye...."

Mary O'Neill

Some words *imitate the sounds* they stand for. In this poem, Mary O'Neill shows some examples of *onomatopoeia*.

List the ones you find as you re-read "Feelings About Words."

clink, squat, flick. ....

What does the poet feel about words?

She appreciates that they are very powerful. ....

What other words can you think of that

clink? Answers will vary. ....

sound thin? ....

are plump? .....

are thick? .....

are hot? .....

are sharp? .....

are slow? .....

Complete these lines in your own words:

“And some alert:” Answers will vary.

“And some words preen.” .....

“While others poke:” .....

Write your ten favorite words from the preceding poem. Discuss them with a partner. Tell your partner why you chose them. Then write down your reasons.

Answers will vary.



# The mathematical princess

Read "The Mathematical Princess" on page 88 of your textbook. Look at the title. What kinds of words

should appear in this story? words about mathematics

Skim the story and list all the mathematics words you find.

numbers, angles, isosceles triangle, equal, axiomatic, parabola, hyperbola, Euclid, zero, calculations, circle,  
diameter, radius, quadrant, conic section, apex, arithmetic, counts, vulgar fraction.

When would subject words be used? In articles that are about one specific subject.

Look at the words below. Then select the subject that each word belongs under and write that subject letter on the line.

A Astronomy	C Mathematics	E Fuels	G Geography	I Language
B Science	D Canadian Indians	F Snakes	H History	
<u>a</u> constellation	<u>h</u> John Diefenbaker	<u>b</u> fossil	<u>d</u> Mohawk	
<u>g</u> mountain	<u>d</u> Hurons	<u>a</u> telescope	<u>i</u> noun	
<u>f</u> rattler	<u>e</u> oil	<u>c</u> multiply	<u>b</u> experiment	
<u>b</u> dinosaur	<u>g</u> river	<u>d</u> Ojibway	<u>f</u> garter	
<u>b</u> plants	<u>f</u> antivenin	<u>d</u> Haida	<u>e</u> wood	
<u>i</u> subject	<u>a</u> asteroid	<u>f</u> fang	<u>c</u> product	
<u>e</u> gasoline	<u>h</u> World War II	<u>e</u> coal		
<u>c</u> equals	<u>c</u> triangle	<u>h</u> King Henry VIII		
<u>g</u> plateau	<u>i</u> predicate	<u>a</u> planetarium		

laughingstock . Answers will vary. . . . .

flood of words .....

ranting and raving . . . . .

bit her tongue .....

burst out laughing . . . . .

# It's a mystery to me

## The railroad ghost

Read the story "The Railroad Ghost" on page 106 in your textbook. Below you will find nine sentences from the story. Write the numbers 1 to 9 on the lines provided in the order that they appeared in the story.

- \_\_\_\_\_ Queen Victoria was among the passengers on the train.
- \_\_\_\_\_ Because the insect resembled a cloaked figure waving its arms, many people were saved.
- \_\_\_\_\_ A British express train raced through the darkness.
- \_\_\_\_\_ Not until the train reached London was the mystery solved.
- \_\_\_\_\_ Fog pressed in on the speeding train.
- \_\_\_\_\_ The trainman got out to investigate.
- \_\_\_\_\_ When the engineer switched on the light, the "phantom" reappeared.
- \_\_\_\_\_ A figure stood in the middle of the track.
- \_\_\_\_\_ The engineer pasted the moth to the headlamp.





Observe the scenes below. On the lines beside each one write what you think will happen next. Tell why you reached that conclusion. *Answers will vary.*



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# Put your thinking cap on

Puzzles such as the one described in "The Railroad Ghost" often have logical explanations or solutions. See if you can become a thoughtful problem-solver by thinking of logical solutions to these problems.



Suppose you are making a loaf of bread for the first time. You add all the proper ingredients (so you think), but you must have made a mistake because when you open the oven door, a huge ball of dough oozes forth. What do you do to remove the dough from the oven before your mother gets home? Do you saw it into small pieces, use an elephant to pull a rope fastened to a hook you bored into the dough, spray the oven with invisible spray, pry it out with a crowbar?

Answers will vary. ....  
.....  
.....  
.....

Here are more ridiculous happenings. Think up some original solutions to solve these problems. Write as many ideas as you can.



One spring afternoon you are fishing in a stream near your house. Suddenly a loud bubbling noise comes from the water, and a funny-looking alien approaches you. You hear a robot-like voice saying, "I am Dontago from the planet Dagon. I am lost. Can you help me?" What do you do?

Answers will vary. ....  
.....  
.....



You are walking to school on a hot July day when you happen to hear a branch crack in the tree above you. A huge gift-wrapped present is stuck between the branches. It has the word "fragile" written on the side. How do you get the box down without damaging it?

Answers will vary. ....

.....

.....

.....

.....



You are a life-guard at an indoor swimming pool. One morning, when going to work, you look through the window of the pool door and notice that the water level has reached halfway up the door. You can't open the door because the avalanche of water would hurt the children in the park. There is a hose against the wall outside, and an empty pail. How do you let the water out so that the overflowed pool can be emptied without harming anyone?

Answers will vary. ....

.....

.....

.....

.....



# Wait till Martin comes

Read the selection "Wait Till Martin Comes" on page 110 in your textbook. Add three more sentences to the story. Share them with your classmates.

Answers will vary: .....  
.....  
.....

What signs or symbols of mystery can you find in this story? . a haunted house, a dark moonless night, an .  
approaching storm, lightning, thunder, creaky sounds, black cat (symbol for evil) .....  
.....

What other symbols are used to create mystery stories? . Footsteps, lights go out, howls, ghost sounds, . . .  
doors open unassisted, screams, wind whistles, animals make sounds and become restless; other answers  
will vary. ....

Work with a partner. Look around your desk and think of ten sounds you can make for your partner to identify. List your sounds in the left column. Collect the equipment you need in your lap, make your partner turn around, and make your sounds. Check off those that your partner guesses correctly. Discuss the list after both of you have had a turn. (Try crumpling paper, tapping a pencil, cutting with scissors, folding paper, etc.)

1. Lists will vary. ....	7. ....
2. ....	8. ....
3. ....	9. ....
4. ....	10. ....
5. ....	My partner's score: ....
6. ....	My score: ....

# What a dilemma!

You are the head of a deep-sea diving expedition off the coast of Labrador. You are now on the Atlantic Ocean in a rusty old ship that was donated to you. All of a sudden you are alerted by a huge splash of water off the ship's bow. You are very tired and think the twilight might be causing your mind to trick you. You shake your head to alert yourself, but the splashing remains. You become very frightened. Suddenly you see a dark shadowy blob emerge from the water, but in less than a minute it disappears. The sea is calm again. Now you aren't sure whether you really saw something or just imagined it. You look in your marine biology book.

*"Ichthyosonus Blobuli: an extinct fish thought to have inhabited the Atlantic ten thousand years ago; ate all marine animals; especially ate rust and homo sapiens; no enemies existed; cause of extinction unknown."*

By now you are extremely worried. You report your sighting to the captain and show him your marine biology book. Together you decide to cable headquarters in St. John's, Newfoundland.

Write your cable here.

Answers will vary. ....

.....

.....

.....

.....

After a short time the radio crackles with a return message from St. John's. Write the solution offered by the people at headquarters.

Answers will vary. ....

.....

.....

.....

.....

# Puzzle words

Here are some sentences from "What a Dilemma!" Look at the underlined words and see if you can find out more about them.

1. "You are now on the Atlantic Ocean in a rusty old ship that was donated to you."

The word *donated* comes from the French verb "donner," which means to .....give..... Can you think of other "don" words? Think of a synonym for these underlined words.

He was a blood donor again.

I gave a donation to the Terry Fox Fund.

You are in a rusty ship that was donated to you.

*Donor* probably means . giver. ....

*Donation* probably means . something you give. --- money. ....

*Donated* probably means . given. ....

Can you coin "don" words of your own? Write two definitions for your coined (i.e., created) words. Share

your imaginings with your classmates. . Answers will vary. ....

2. "You look in your marine biology book."

The word *marine* comes from the latin word "mare" and the French word "mer." This root word means

"from the . sea. ...."

Do you recognize these "mar" or "mer" words? Think of a synonym for the underlined words.

I saw a mermaid sunning on the rock.

The mariner loved to remain on his ship.

Canada has three Maritime Provinces.

The merman popped from the waters and peered at the curious craft before his eyes.

*Mermaid* probably means . a maid of the sea. ....

*Mariner* probably means . a seaman or sailor. ....

*Maritime* probably means . bordering on the sea. ....

*Merman* probably means . a man of the sea. ....



# How to add suspense



If you read a mystery story, you feel anxious about what will happen next. This anxious feeling is called "suspense." Perhaps the story makes you remember something frightening that happened to you. Perhaps the author wants to tease you with words and scenes. Below are three ways that authors use to create suspense.

1. The author makes the reader worry about whether a character will be stopped from doing what she or he wants to do. Check the examples that show this:

- ☒ a. "You won't be able to do that, Martha."
- ☒ b. "You aren't old enough to handle that."
- ☐ c. "Your shirt is spotted. Change it."
- ☒ d. "We don't want to go there," said Ted to the newest member of the Tiger Gang.

2. A character might worry and then tell another character about his or her feelings. Check the examples that show this.

- ☒ a. "Today I feel depressed. Nobody is talking to me."
- ☒ b. "That cloud is a bad omen for me, Sam."
- ☐ c. "I want to fly in the shuttlecraft some day."
- ☒ d. "I think that Grandfather is acting very strange."
- ☒ e. "Do you agree that we will be forbidden from entering that cave?"

3. A character shows fear by his or her actions and thoughts. Check the examples that show this.

- ☒ a. Norine stared helplessly, her mouth wide open.
- ☒ b. Michael's heart pounded in his mouth.
- ☐ c. Maurice watched his father enter the dining room.
- ☒ d. Theresa sat back, waiting breathlessly for the reply.
- ☒ e. Bob nervously dug his nails in his palm. Would he be next?
- ☐ f. Norah bounded up the stairs two at a time to answer the telephone.
- ☒ g. Patrick wiped the sweat off his brow with the cuff of his shirt. Would they identify him?
- ☐ h. Jim jumped into the boat and called his friends aboard.
- ☒ i. Connie frowned when she heard that sound for the fourth time today.
- ☐ j. Shahn slowly sat down to breakfast.

Below you will find the beginning of a suspense story. At the end you are given a choice of three sentences. Two do not contain the element of suspense. One does. Write the one that contains suspense on the lines below, then add sentences of your own to complete the mystery story. Use the many ways to create suspense that you have just learned.

The child turned off the lamp and slid beneath the thick blankets. He heard sounds that told him his family had gone to bed. Everyone settled down to sleep.

- 1. He lay there thinking about those funny cartoons he saw this afternoon.
- 2. Suddenly John's scalp prickled as he heard the eeriest screeching noise.
- 3. John listened to the night sounds which almost always lulled him to sleep.

Suddenly John's scalp prickled as he heard the eeriest screeching noise, .....

.....

.....

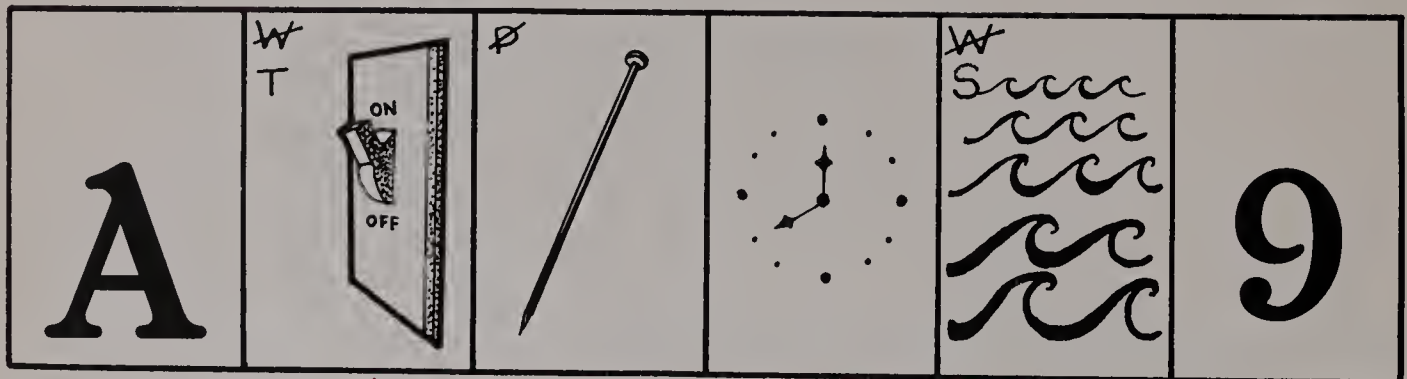
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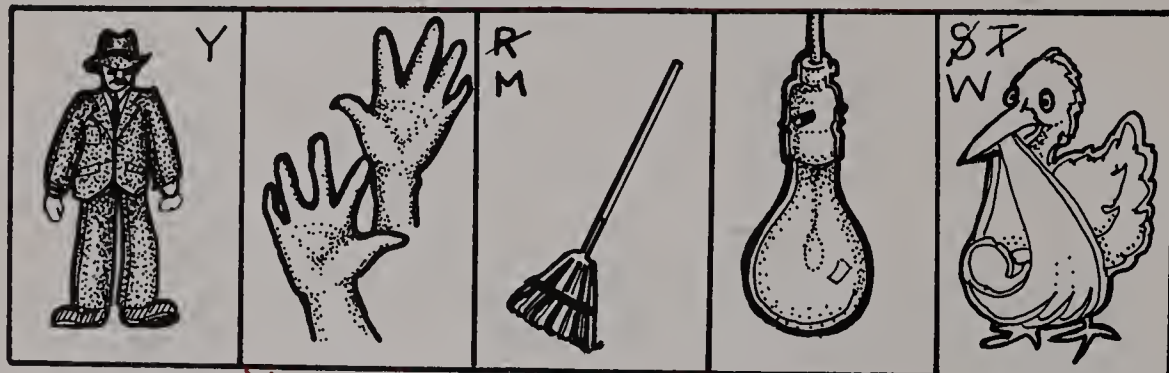


## What does it say?

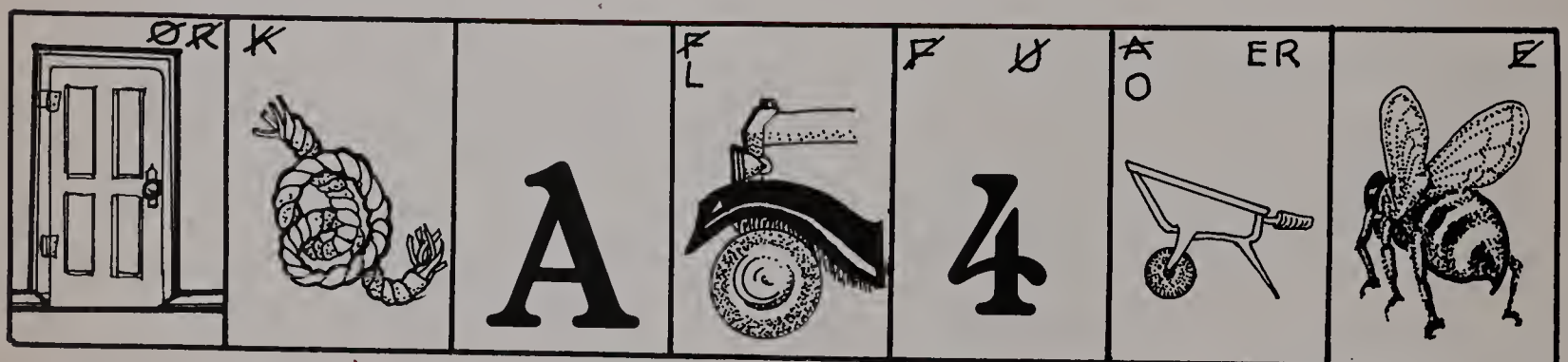
What is a *rebus*? Can you decode each rebus below? Fill in the words under each picture. You could work with a partner to help solve this mystery.



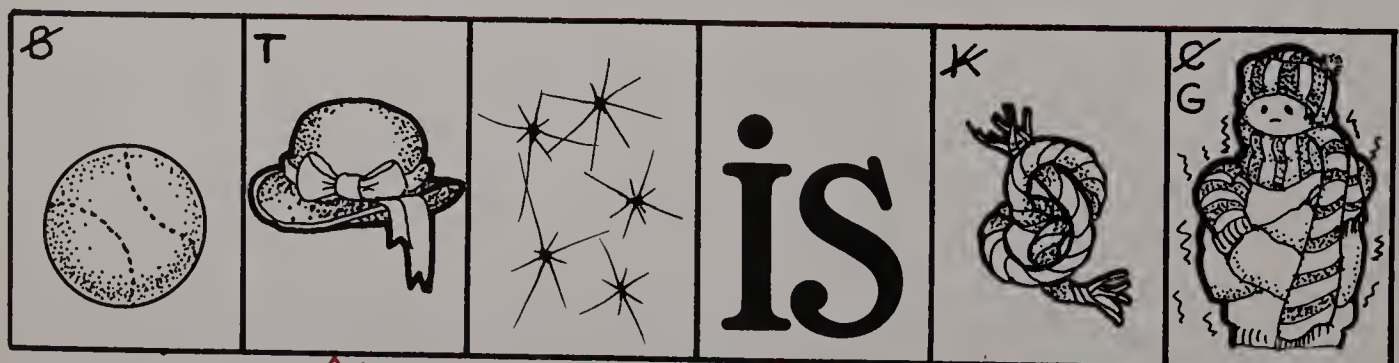
*A stitch in time saves nine.*



*Many hands make light work.*



*Do not a lender or a borrower be.*



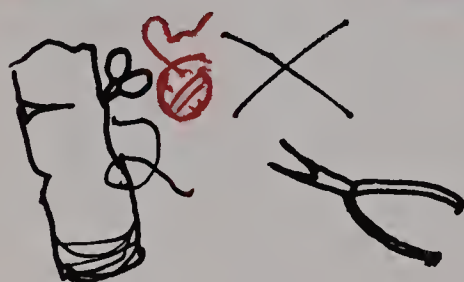
*All that glitters is not gold.*

Create a rebus of your own. Draw a line under each picture so that your partner can solve it. Don't forget to make your pictures clear.

# String-a-line

## Stringing a line to make a design

For many years the Indians of Mexico have been making colorful designs with string. These designs began long ago as a symbol of the sun worshippers. Mexicans call the designs "Ojos de Dios" or "eyes of god." These pictures show how they are made.



4. ....

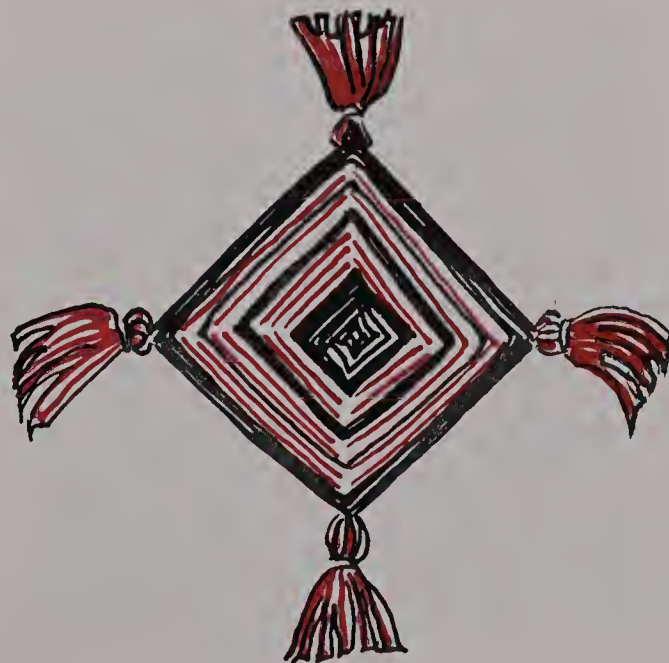




Here are the directions that explain how to make "god's eyes." Match each of the directions with the appropriate picture on the previous page. Write the number of the direction below the picture. The first one has been done for you.

1. Wind the wool around one wire at a time.
2. You will need several colors of wool, rayon, or cotton yarn.
3. Bend the ends of the wire back with the pliers to form a hook.
4. Before you begin, gather all the materials you will need.
5. Pull the wool tightly across the top of the next wire and then wind it around that wire.
6. Cross the two wires at the middle point.
7. Leave a space of about 1 cm at the ends of the wires.
8. A pair of pliers will also be needed.
9. As you wind the wool, make sure that one side of your design shows the ridges of the wire and the other side is completely flat.
10. A pair of scissors will come in handy.
11. Your god's eye is now finished.
12. To make the frame of the design, you will need two pieces of soft wire about 15 cm long.
13. Tie the wires together with the yarn. Knot the yarn securely in both directions so that the wires can't slide out of place.

Now that you know how, make some god's eyes of your own. You can use god's eyes to make many things. You can link them together by the hooks to make a colorful mobile. You can experiment with string and wire to make a wallhanging. You could even make small god's eyes to wear as pendants or brooches. Have fun!



## Painter finds recipe for success

Read the following sentences from "Painter Finds Recipe for Success." As you read each sentence, decide what you think the underlined words mean. Then look at the word search below. Try to find a synonym that suits each underlined word. The number in brackets tells you how many letters the word has. The line is where you can write the synonym you locate.

1. Particularly in summer when the days are long, they get up very early and go to bed late.

(10) . . . . . especially . . . . . (4) . . . . . rise . . . . .

2. On Nares Lake at Carvess, they haul water from ice holes and frolic around the S.S. Tutshi.

(4) . . . . . pull . . . . . (4) . . . . . play . . . . .

3. Passengers and freight were carried this way before roads were built.

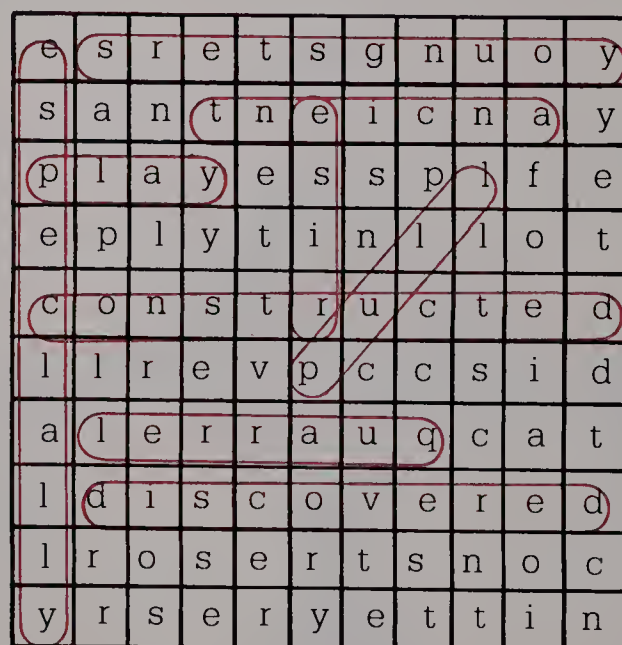
(11) . constructed . . . . .

4. They scatter garbage, tease dogs, and fight over food thrown to them by the children.

(7) . . . . . quarrel . . . . . (10) . . . . . youngsters . . . . .

5. They dress up in the old styles and celebrate the day that gold was found in 1896.

(7) . . . . . ancient . . . . . (10) . . . . . discovered . . . . .



# Jacob Jacobs strings a fishing line

Have you ever told a tall tale? Read the tall tale “Jacob Jacobs Strings a Fishing Line” to find what special elements are found in a tall tale.

Here is a list of events from the story. Put “true” beside the statements that could happen. Put “exaggerated” beside the statements that could not happen, and then explain why you believe they are exaggerated.

- He was drinking reheated cocoa. . true .....
- I got up around four o'clock this morning. . true .....
- Suddenly a huge whale jumped up. . exaggeration — whales are salt-water creatures. ....
- The whale swallowed four trout. . exaggeration — trout live only in fresh water. ....
- I told the whale that what he'd done was wrong. . exaggeration — a whale wouldn't listen. ....
- The whale swallowed me whole. . exaggeration — a whale could swallow a person but the person would be dead. ....
- I spread out my coat and took a rest. . true .....
- My skin seemed to be getting very wrinkled. . true .....
- I sang western songs to make him let me out. . exaggeration — Jacob would be dead. ....
- The fish started to laugh. . exaggeration — a whale's jaw can't enable it to look like it's laughing. ....
- The cocoa cups danced up and down. . true .....



# Find me a name

## Names

Roseanna, Roseanna, Roseanna  
as gay as a summer gale! — oh  
If I had a name  
like Roseanna, would fame  
make me a pretty halo?

Emilie, Emilie, Emilie  
as sweet as the name she drew;  
with her black hair and eyes  
she's a queen in disguise —  
could I be an Emilie, too?

None of my friends  
has a name that offends,  
they're all glamorous, gracious, or royal.  
Though I wish that my mother  
had found me another  
name, still to my friends I'll be loyal:

Kristin and Kathryn and Sara,  
Alexandra, Miranda, and Brooke —  
they're bound to have castles  
with velvet and tassels  
and I, a plain Jane, be their cook!

*Rose Burgunder*



Who is the person talking to in this poem? . Jane . . . . .

Why is she upset? Write the lines from the poem that tell how she feels about other names.

Jane is upset because she has such a plain, ordinary name. She feels that: . . . . .

Roseanna is "as gay as a summer gale." . . . . .

Emilie is "as sweet as the name she drew" and "a queen in disguise." . . . . .

Other friends have names that "are glamorous, gracious or loyal." . . . . .

Kristin, Kathryn, Sara, Alexandra, Miranda, Brooke are "bound to have castles with velvet and tassels." . . . . .

. . . . .  
. . . . .  
. . . . .

Locate examples of alliteration in this poem.

"glamorous, gracious" . . . . .

"Kristin and Kathryn" . . . . .

Why did the poet repeat the names "Roseanna" and "Emilie"?

The poet emphasized Jane's wish to have a glorious name. These two names were probably Jane's . . . . .

favorites. Also, she is enjoying their poetic sound. . . . .

. . . . .

Write three sentences to Jane telling her that she, too, has a great name. You may use prose or poetry.

Answers will vary. . . . .

. . . . .  
. . . . .

# What's in a name, anyway?

Suppose you could choose to be any animal. Which would you be? Look at the pictures below to help you decide. If you would rather be something different, draw that animal in the empty box.





Why did you choose the animal you did? *Answers will vary.*

What will your name be? Why? *Answers will vary.*

Have you ever thought of naming animals to suit their personalities or appearances? Think of names such as Chirp the robin; Eeyore the donkey; Henny Penny; Reddy Fox.

What name would you give to:

a nervous elephant? *Answers will vary.*

a sly fox?

a heavy frog?

a quick mouse?

a miserable donkey?

a jolly owl?

a cowardly lion?

a bashful giraffe?

a show-off pig?

a jittery rhinoceros?

Share these names with your classmates.

# Match the words

Read the following paragraph. Each sentence contains an underlined nonsense word followed by its synonymous meaning. Underline the correct synonymous meaning of each nonsense word. Get your clues from the rest of the sentence.

A huge glip fell to the floor, and poor Mother had to wipe up the melted iceberg with a sponge. Can you imagine how her fringle hurt when she bumped her green earlobe on the revolving door as she bent down? Almost every day something happens in our prapper, and Mother says that we'll just have to move from this dilapidated cave once and for all. Where could we go? I suggested that my muggwump and I search for a new home, but my purple alligator just shook its head to indicate "no" to me. I'd take my gruntigle and travel by myself, but the motor on my spaceship has no invisible fuel left. What would you do?

Make up four words and definitions of your own.

1. Answers will vary. .....
2. ....
3. ....
4. ....



# How to describe it?

Suppose you had to describe a scene to a person who is blind. Could you describe the scene clearly and accurately so that this person could understand? See if you can follow these directions.

Draw a vertical line 5 cm long. Put a dot in the middle. At the top and bottom draw a horizontal line 3 cm long to the right. At the midway point draw a horizontal line 2 cm long to the right.

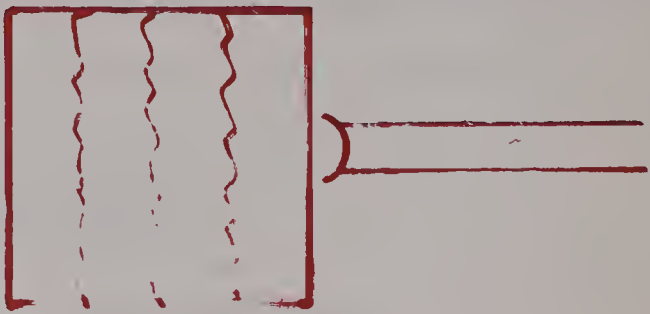


Draw a circle. Draw a vertical diameter. Draw a horizontal diameter. In the north-east sector draw a triangle. In the north-west sector draw a circle. In the south-east sector draw a square. In the south-west sector draw a dot.



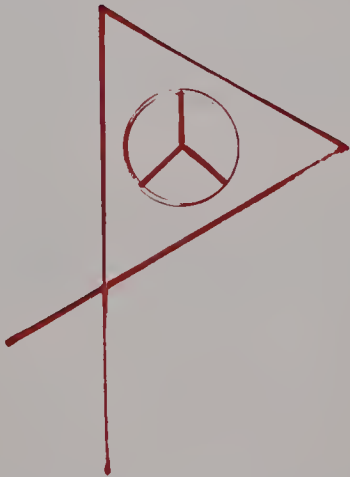
Write two descriptions of a shape like the ones above. Work with a classmate and see if you can make a drawing using each other's descriptions. Was your explanation clear and complete enough?

Draw a square 3 cm on each side. Draw three wavy lines from the west to the east side. Above the top horizontal line, draw a small semicircle. Draw two vertical lines 3 cm long from the top of the semicircle.



Read sideways

Draw a triangle so that the base is vertical. Extend the triangle to the left side. Extend the vertical line 2 cm below the triangle. Draw a circle in the triangle. Divide the circle into three pieces so that it looks like a cut pie.





# Telephone lines

Kendall O J 45 Mary	555-0975	Kennel Club of Canada 78 Dorset	555-3317	Klust Jean 78 Simcoe	555-3324
Kendall Robert RR 2	555-8732	Kenny Bert 7 Glendale	555-2517	Klutter Frank 49 Braemore	555-1190
Kendall T A 29 Marly Av	555-6498	Kenny M E 76 Rose Blvd	555-6654	Klutz Fred 344 Beatty	555-3870
Kendall V 13 Park	555-6390	Kenny Monty 6221 Royal	555-9003	Kurtz J R 90 Campbell Av	555-2177
Kennedy Alex 79 Maple Av	555-5387	Kenny W T 341 Blaze Av	555-1103	Labbet's Treasure Chest 784 16Av	555-2499
Kennedy A P 36 Glenmount	555-3877	Kiddie P L 489 Jones Av	555-7009	Lacourse Terry 199 Otter	555-4688
Kennedy B P 704 Miller Av	555-4437	Kidner J L 98 Summit	555-2336	Lacourse Zelda 88 Simcoe	555-7853
Kennedy Brett 555 Giroux Av	555-9073	Kilbourne Sam RR 1	555-9910	Lacroix A 33 Lipton	555-8964
Kennedy Don 65 Lark	555-0073	Kildear Ralph 38 Clair	555-3308	Lacroix Joseph 3 Frontenac	555-0113
Kennedy Harvey 536 McGee	555-8639	King J M 104 Poplar	555-2217	Lacroix Simon 678 Ville	555-1900
Kennedy K B 98 Pitt	555-9043	King S R 54 Wolfe Av	555-3768	Lacroix S T RR 3	555-3766
Kennedy Lester 325 Ooran Av	555-8976	Kingdom C P 322 Thomas	555-5784	Laddlow Rupert 17 Bush	555-4893
Kennedy Myrtle RR 3	555-5372	Kinloch F G 12 Hammond	555-4998	Lademont T N 451 Royal	555-4899
Kennedy Norman 390 Prince	555-6657	Kinney H 319 Rail	555-4467	Ladlie's TV Repair Shop 377 Jones	555-5392
Kennedy N T 12 Adams Av	555-0067	Kinney John 56 2Av	555-3325	Ladouceur K B RR 5	555-3988
Kennedy Otis 713 Cyprus Av	555-6541	Kinney P T 1223 MacOermot	555-4432	Laffey Francis 432 Cornflower	555-2877
Kennedy Peter 190 Cornish	555-8756	Kipply B 338 Plains Av	555-1198	Lafleur Roger 38 Terrance	555-7184
Kennedy R T 143 Amish	555-7986	Kippson F V 146 Thomas	555-1098	Lahey E G 7 Kinmont	555-4911
KENNEY THOS O CO INC mfrs rep		Kirset M I RR 4	555-5574		
46 Wellsmith	555-3487	Kitler George 15 Crescent Av	555-4667		

A telephone directory is a book that lists the names, addresses, and telephone numbers of most people and businesses in a certain area.

Above is a section of a page in a telephone directory. In what order are the names listed in a telephone directory? . alphabetically by last names.

1. Look at the first name in the directory section above. The person's name is O.J. Kendall. Notice that names are listed with the last name (surname) first.

What is O.J. Kendall's address? . 45.Mary.

What is his phone number? . 555:0975.

2. Imagine that your TV set was broken and you needed a repairman. A friend has told you about Ladlie's TV Repair Shop. Find its address and phone number in this directory.

3. Find the phone numbers of the following people:

Lester Kennedy . 555-8976. Kinloch, F.G. . 555-4998.

Klust, Jean . 555-3324. C.P. Kingdom . 555-5784.

4. On the line below, write the way your name, address, and phone number would appear in a telephone directory.

# Below zero

## Snow king

Experiencing snow for the first time is a very curious and wonderful event.

The author of “Snow King” on page 166 of your textbook helps us learn more about how the characters in the story respond to the experience by describing their actions and feelings. Read the story and then underline the answer below that best suits the character discussed.

1. “It was Melanie’s parents who planned the festival.”

Melanie’s parents are:

- a) people who liked to show off by creating an elaborate party.
- b) people who thought only about their daughter, and who wanted her to enjoy the experience.
- c) people who understood the need to bring new immigrants together.

2. “Taking Lisa by the hand, Melanie waded through the snow toward a big pine tree.”

Melanie:

- a) knew that Lisa wouldn’t go alone, so she forced her.
- b) probably felt that Lisa was uneasy, so she took her.
- c) was trying to overprotect her sister.

3. “Esmond, a tall, thin young man who lived down the hall, appointed himself master of ceremonies.”

Esmond was the type of person who:

- a) always needed to feel important and just had to become the leader.
- b) saw that a master of ceremonies was needed, and because he was capable, filled that empty position.
- c) didn’t really want to enter the silly events of the festival, so he became master of ceremonies instead.

4. “Gratefully, Melanie took the stones back.”

Melanie wanted those stones because:

- a) she had collected them on the beach with her grandmother before she came to Canada and they were extra-special to her.
- b) she felt they belonged to her and that she could do what she wanted with them anyway.
- c) she didn’t want Bill to take the stones in the first place.

## Use that hyphen!

In "Snow King" on page 166 of your textbook the author uses many hyphenated words. Skim the story to find the hyphenated word that means the same as the underlined part of each sentence below. Then write the word on the line provided. The numbers in brackets refer to pages in your textbook.

1. (166) She was glad to be part of what was probably the (a) very first Festival of Snow for (b) Jamaican people who lived in Canada.

(a) first-ever ..... (b) Jamaican-Canadian .....

2. (166) That night Melanie and her sister Lisa, who was five years old, sat with their parents.

five-year-old .....

3. (167) Of course no one came with empty hands. empty-handed .....

4. (168) First of all, we have the ceremony that dunks everyone in the snow. snow-dunking ceremony .....

5. (173) She had to squint a bit to make out his face and his round, black eyes that were smooth as the sea.

sea-smooth .....

Now it's your turn to create hyphenated adjectives of your own. Write your hyphenated words on the lines in each sentence so that the second sentence means the same as the first.

- a) The bird had a throat of ruby color.

The bird had a ruby-colored ..... throat.

- b) When the dog walked, it pointed its toes like a pigeon.

The dog walked pigeon-toed .....

- c) The shelter was finally covered in wood.

The shelter was finally wood-covered .....



d) Did you see the roof that was covered in icicles?

Did you see the ~~.icicle-covered~~ . . . . . roof?

e) That diamond jewellery caught my eye.

That diamond was ~~eye-catching~~ . . . . . jewellery.

f) I own a dog who's as stubborn in the head as a pig!

I own a ~~.pig-headed~~ . . . . . dog!



# Songs of the snow

How do you feel when you see sparkling white flakes of snow drifting down from the clouds? How does winter make you feel? Read these four poems about snow.

## Snowflakes

I once thought that snowflakes were feathers  
And that they came falling down  
When the Moon Lady feathered her chickens  
And shook out her silver gown.

And then I began to look closer,  
And now I know just what they are -  
I caught one today in my mitten,  
And there was a baby star.

*Marchette Chute*

## Winter morning

Winter is the king of showmen,  
Turning tree stumps into snowmen  
And houses into birthday cakes  
And spreading sugar over lakes.  
Smooth and clean and frosty white,  
The world looks good enough to bite.  
That's the season to be young,  
Catching snowflakes on your tongue.

Snow is snowy when it's snowing,  
I'm sorry it's slushy when it's going.

*Ogden Nash*

## On a snowy day

Fence posts wear marshmallow hats  
On a winter's day,  
Bushes in their nightgowns  
Are kneeling down to pray,  
And trees spread out their snowy skirts  
Before they dance away.

*Dorothy Aldis*

## Snow

The snow is a bird, soft-feathered and white.  
Silent and graceful is her flight  
As she swoops to earth and spreads her wings  
Over the beautiful unborn things:  
Seeds and bulbs that soon will tower  
Out of the nest of the ground, and flower.

*Rowena Bennett*

1. In the poem "Snow," what word-pictures does the poet use to make us understand her feelings about snow?

"snow is a bird," "soft-feathered," "white," "silent," "graceful," "swoops to earth," "spreads her wings"

2. Draw the three scenes that Dorothy Aldis wants us to imagine. *Answers will vary.*

3. What doesn't Ogden Nash like about snow?

*He doesn't enjoy the slush because it's usually mixed with earth and difficult to walk through. Other . . . .*  
*answers will vary. . . . .*

4. Why does Marchette Chute end the poem "and there was a baby star"?

*The poet's first impression changed — that snow was a feather-shape. Also, the poet appreciates the . . . .*  
*beauty of the snowflake. Other answers will vary. . . . .*  
*. . . . .*

5. Which of these poems did you like best? Why?

*Answers will vary. . . . .*  
*. . . . .*  
*. . . . .*

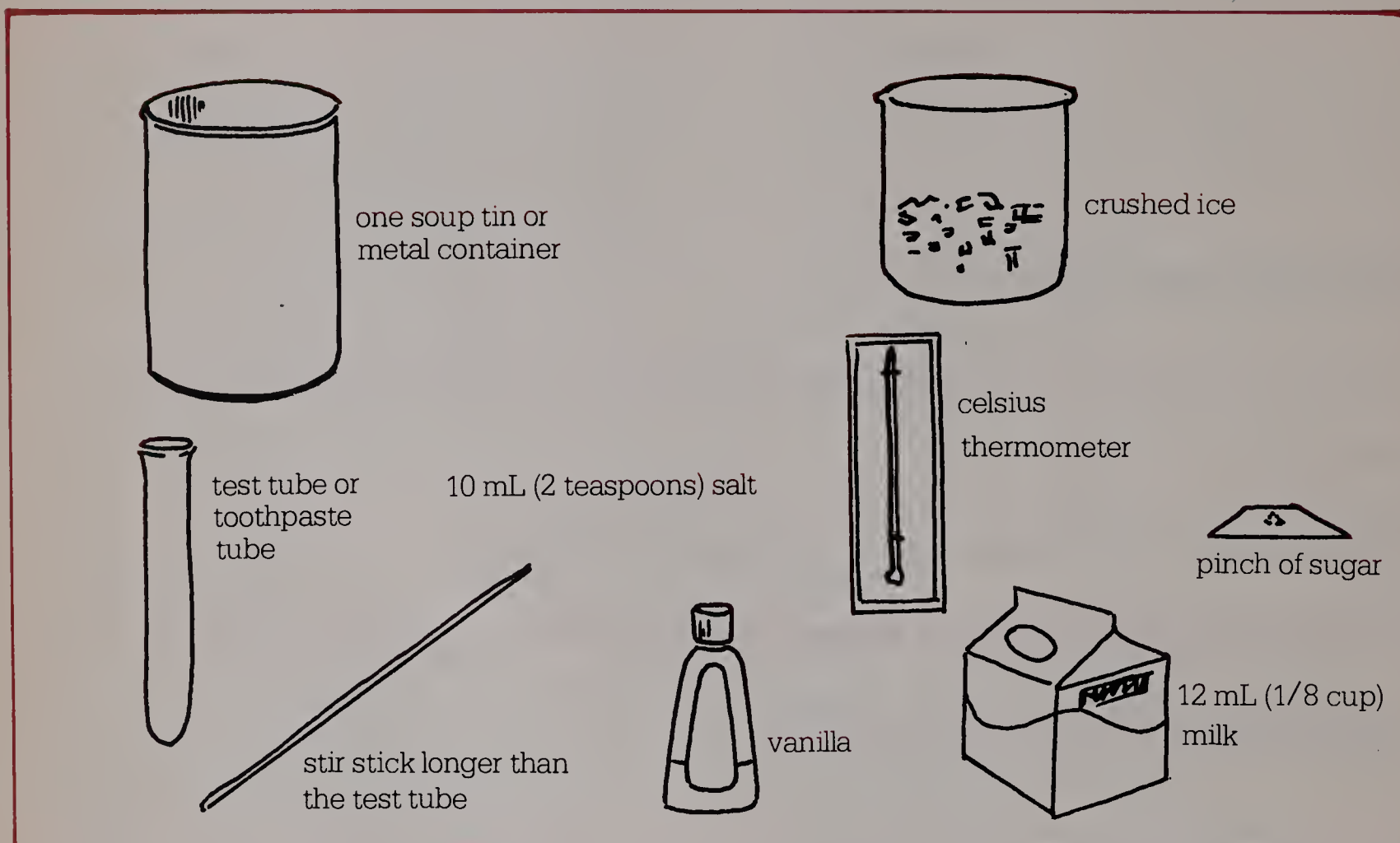
6. Write three word-pictures of your own about snow.

*Answers will vary. . . . .*  
*. . . . .*  
*. . . . .*



# Make your own ice cream!

Equipment needed.



Ice cream is easy, delicious, and fun to make. You will be making a very small amount. But if you are working with a group you can make more by increasing the amount of ingredients according to the number of people in your group.

1. Crush the ice and place it in a metal container so that the container is  $\frac{3}{4}$  full. You can easily crush the ice cubes by putting them into a plastic bag and hitting them with a rolling pin.
2. Put the thermometer in the ice. Now add salt in small pinches until the temperature reaches  $-8^{\circ}\text{C}$  to  $-10^{\circ}\text{C}$ . If the temperature is not low enough, keep adding salt.
3. Put the milk (12 mL), a couple of pinches of sugar, and 1 small drop of vanilla into the test tube or toothpaste tube.
4. Remove the thermometer from the container and place the tube into it. Pack the ice around the tube by pushing it down with your finger or a spoon.
5. Stir your mixture with the stir stick for 10 or 15 minutes until it is thick and creamy. Now eat and enjoy!

Questions

1. Does this writing tell a story? .....
2. What kind of writing is it? .**exposition**. .....
3. How do you know? . **It tells you how to do something**. ....  
.....
4. What other article in this theme is also an exposition? . **Ice Castles**. ....
5. Name one other kind of exposition. **Answers will vary but may include recipes, picture instructions, craft books**.



# Snow riddles

Can you solve these riddles? Your dictionary and other research books can help you.

1. I am a heaping mass of snow. The wind blows and blows and causes me to build up in unprotected

areas. What am I? . snow-drift .....

2. I am an ornamental shrub. I have flowers in spring that turn into white berries in summer. What am I?

snowberry bush .....

3. I am a single crystal of water that turns to ice. I have six points. Every one of us is different. What am I?

snowflake .....

4. I am found on mountains. I am the area on a mountain slope above which the snow never melts. What

am I? . snow line .....

5. I am a piece of foot-equipment. The Indians invented me so that I help people walk on soft, deep snow

without sinking. What am I? . snowshoe .....

6. I am the likeness of a person. Children love to make me with snow that packs together. What am I?

snowman .....

7. I am another word for an avalanche of snow. What am I? . snowslide .....

8. Sometimes when bright snow reflections hit a person's eyes, that person can't see

temporarily. What condition is this? . snow blindness .....

9. I am the glaring reflections from fields of ice in the polar regions. What am I? . snowblink .....

Write two riddles of your own. Try them on a partner.

1. . Answers will vary. ....

2. ....



# White-out

A dangerous weather condition in the arctic region is known to travellers as a “white-out.” A heavy cloud lies over the snow, and the amount of light coming from above is equal to that reflected from the snow. The horizon cannot be seen and nothing casts a shadow. Only very dark objects can be seen at all and even these are not seen very clearly.

Pretend that you are on a polar expedition and have been travelling by dogsled with an Eskimo guide for 960 km into the snowy interior of Alaska. During the previous night, you slept very badly in the little tent you share with the guide, and you have awakened early. Not wishing to wake the guide, you dress quickly and slip outside into the cold morning air. It seems a little foggy, but you decide to make some tea on the little alcohol stove. You take the teakettle and walk away from the tent to find fresh snow. You have not walked very far when you realize that you have lost all sense of direction. It is the dreaded white-out!

In a panic, your first thought is to run. Knowing that this idea is foolish, you think it better to try to retrace your steps. The difficulty is that you cannot see where you have come from. Neither can you see the orange-colored tent anywhere. In desperation you call to the guide and begin to walk slowly in what you hope is the direction of camp. After a few minutes you realize that you have been walking in the wrong direction. Suddenly a dark shape looms faintly before you.

What is it? Draw a picture of what you saw. Then tell what it is. Be sure to tell what happened to you on that fateful day and how you got back to camp.

.....

.....

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# Northern mammals of land and sea

Canada's northland abounds with many different animals. Look at the pictures below. Do you recognize these animals? Use your encyclopedia to help you find the answers to the questions underneath each one.



The weasel lives in tunnels in the broken rock or shale. A special member of the weasel family has white fur, which is very valuable. What is this weasel's special name?

ermine .....

The timber wolf, master predator of the Arctic, follows herds of large animals that move from place to place ceaselessly in search of food. What animals are these?

caribou .....

The Arctic ground squirrel is called "Shik-Shik." It tunnels into the ground because there are no trees to climb. It doesn't eat acorns, because there are no oak trees. What does it eat?

berries, roots .....

The huge Arctic hare changes from winter-white to summer-brown in color. Why does this color change happen?

for camouflage and protection from predators . . .

In the very far northern island area, the Arctic Hare remains white. Why does it not change color in the far north?

The land is always white and it needs to stay white for camouflage.



The walrus lives on rocky islands throughout the Arctic. Human beings are its worst enemy. What are the male, female, and baby called?

male bull . . . . .

female cow . . . . .

baby calf . . . . .



This beautiful creature has long fur, which human beings process for beautiful, soft sweaters. How does a herd of these creatures protect the young when danger lurks?

They stand facing out in a circle.

The young stand inside this protective circle. . . . .



Snowy owls are northern creatures that are now often seen in southern Canada as well. Why do they come south?

If food is scarce, they migrate to find a food source.



Polar bears are found everywhere in the Arctic region. Their worst enemy is man. What is their favorite food source?

the ringed seal . . . . .



# Working with sled dogs

Look at the sentences below from "Working With Sled Dogs." Each group of sentences has a word in common, but the word has a different meaning in every sentence. Check the list of definitions following each group, and decide which one fits which sentence. Write the letter of the appropriate definition on the line beside the sentence.

1. After a while they settle down to a steady trot. . . **e** . . . . .

The sugar will settle at the bottom of the coffee in the cup. . . **a** . . . . .

Did you settle your argument? . . **c** . . . . .

They will settle down in northern British Columbia and begin a new way of life there.  
.. **b** . . . . .

Did you settle your account at the bank yet? . . **d** . . . . .

- |                                |                             |
|--------------------------------|-----------------------------|
| (a) to sink slowly             | (d) to pay your bills       |
| (b) to adopt a new way of life | (e) to come to a quiet pace |
| (c) to come to an agreement    | (f) to make you feel calm   |

2. When a skidoo is not used, it just stands. . . **c** . . . . .

We sat in the stands to watch the hockey game. . . **e** . . . . .

The music teacher was missing two stands last week. . . **a** . . . . .

The dove stands for peace. . . **b** . . . . .

My father stands up for justice whenever he sees unfair things happen to others. . . **g** . . . . .

The dog stands up to beg for another delicious treat. . . **d** . . . . .

The manager stands by while the band plays. . . **f** . . . . .

- |   |  |               |
|---|--|---------------|
| (a) device for holding a piece of music | (d) to place the body in a vertical position | (g) to defend |
| (b) to represent                        | (e) rows of seats                            |               |
| (c) to remain idle                      | (f) to wait patiently                        |               |

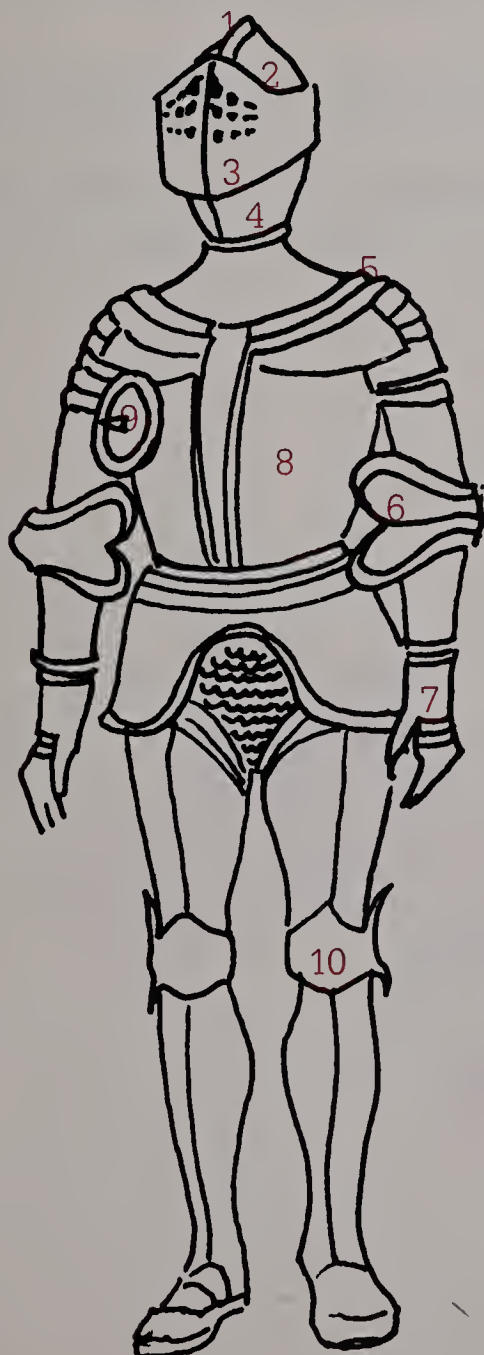
# Knights and dragons

## The knights of the silver shield

Read "The Knights of the Silver Shield" on page 200 of your text.

The suits of armor worn by Sir Roland and the other knights were made by hand from solid slabs of iron. The curved plates needed to be very strong to withstand the blows of lances and battleaxes. Even horses wore armor. Armor-making was considered an art.

Study this picture of a suit of armor. Look at the list below and then number each piece correctly on the drawing.



### Pieces of Armor

1. Crest — the ridge on the head projector
2. Skull — head projector
3. Visor — eye shield that can be raised
4. Beaver — mouth and face guard
5. Shoulder guard — shoulder protector
6. Elbow cap — elbow protector
7. Gauntlet — glove
8. Breastplate — to protect the chest
9. Lance rest — on the chest to support the lance
10. Kneecap — knee protector

Use the diagram to help you fill in the blanks in the following sentences.

Sir Roland was so disappointed when he received his assignment that he lowered his . **visor** . . . . . to hide his face from the other knights. He had wanted to charge with his lance in place on the . . . . . **lance rest** . . . . ., but instead he took his place at the gateway.

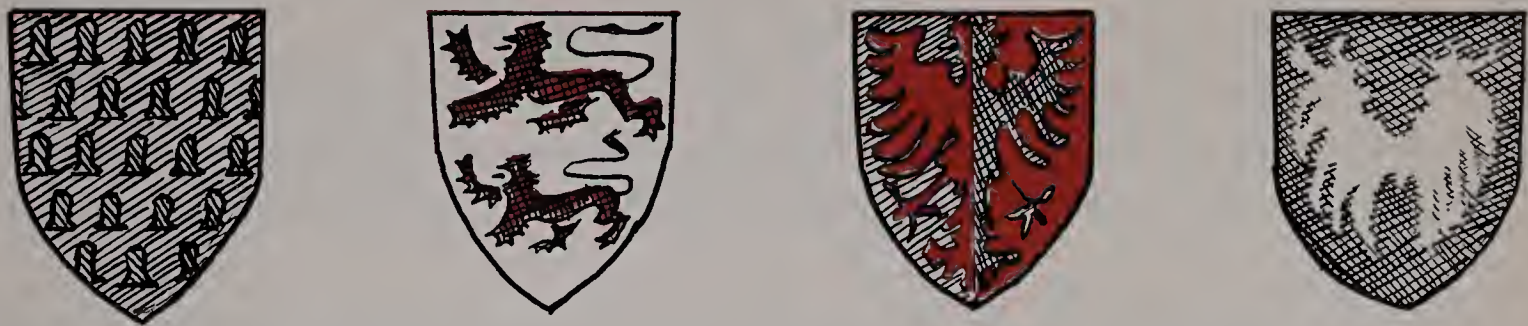
He knew he wouldn't be in this battle, so he removed his helmet from his head and the . **gauntlet** . . . . . from each hand. Then he kicked a stone with his . . . . . **solleret** . . . . . and awaited the results.

When the knights returned, Sir Roland knew that the battle had been difficult, because their armor was dented. One knight's shoulder had been hurt when his . . . **shoulder guard** . . . had come loose. Another held his head because the . . . . . **skull** . . . . . of his helmet had been dented. Another limped, for his knee had been injured when the . . . . . **kneecap** . . . . . was torn off his armor. Another held his elbow because his . . . . . **elbow cap** . . . . . had been torn away. But they were happy, even with their injuries, because they had defeated the enemy.





# Make your own coat-of-arms



In olden days, knights were so shielded with protective armor that the only way they could be identified was by the design on their shields and coats. Each coat of arms told with symbols which family a knight belonged to. A motto could accompany a coat of arms. What is a motto? .....

.....

(If you don't know, ask a classmate. If no one can tell you, look it up in the dictionary.)

What would you use to create your family's or club's coat of arms? Crossed oars? Crossed toothbrushes? A skidoo? Create your own coat of arms. Write your motto in the banner below it.



# The magic sword

Stories about King Arthur and his knights have always been popular. Read one of these tales below. As you read, notice the details that tell you about Arthur and the way he was treated.

Long ago, when there was magic on the earth, a great king, Uther Pendragon, ruled England. He and his queen had a son and named him Arthur. When the baby was only a few days old, Uther Pendragon gave him to a wizard named Merlin, and Merlin in turn gave him to Sir Hector, a very noble knight.

The little prince grew up in the knight's house and was treated like a member of the family. Merlin had not told Sir Hector that Arthur was a real prince of royal blood.

As Arthur grew up, he became brave and skillful. He and Sir Kay, Sir Hector's son, became great friends. The two boys remained very true and close friends.

When Arthur was still a child, King Uther Pendragon died. Who would be the king now? The people went to Merlin the wizard for his advice and a decision.

On Christmas Day in St. Stephen's Church in London, the people met to await a decision. When they came out of the church, a huge stone had miraculously appeared. On top of the stone was a heavy anvil, and thrust into the anvil was a marvellous sword. The handle glittered with precious stones. These words were on it: "None but the man who can draw out this sword should dare to claim England's throne." Nobody could remove the sword, and every knight tried hard to be the one to succeed.

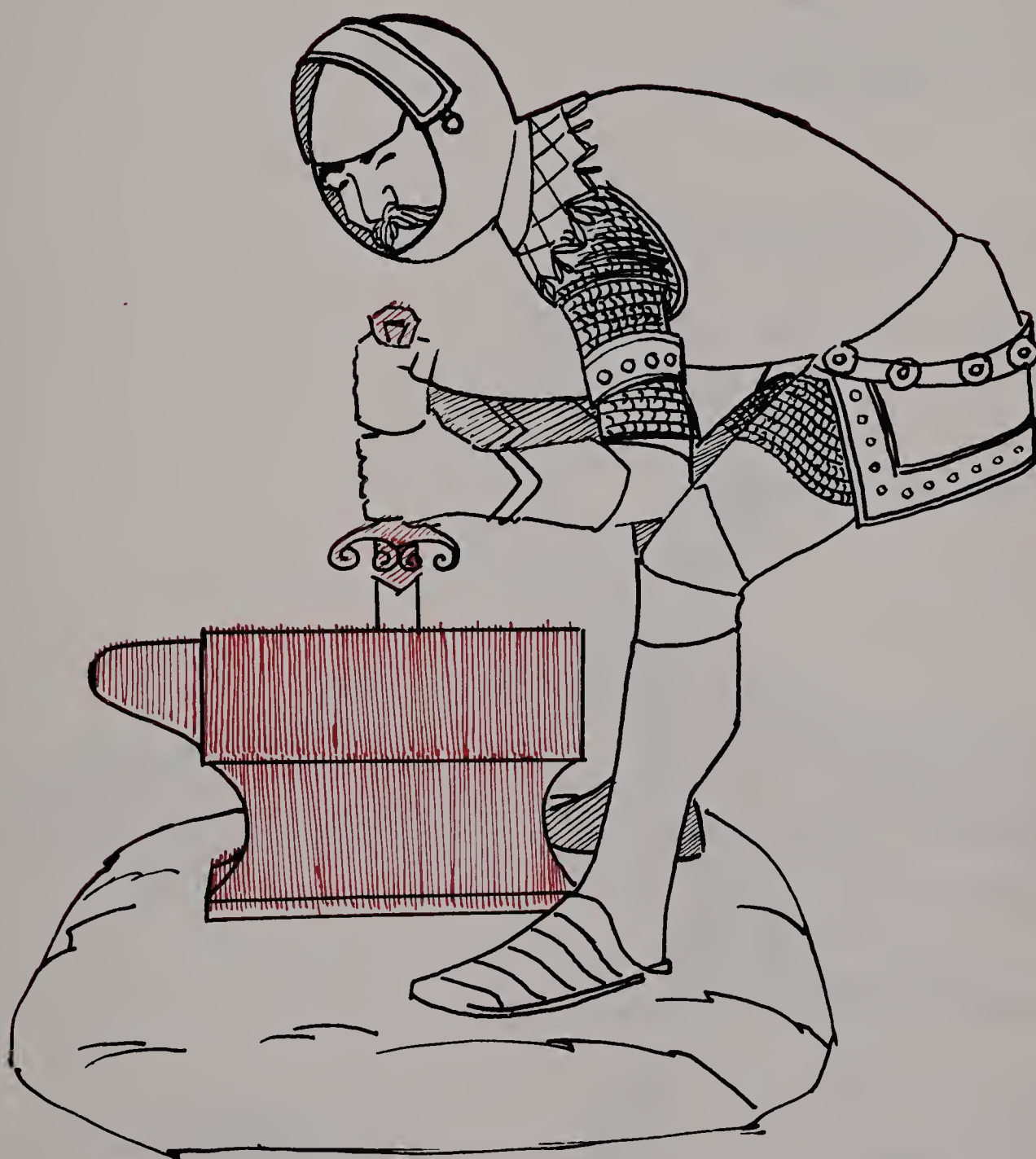
One day there was a jousting tournament. Sir Kay and Arthur went together, but when they arrived, Sir Kay discovered that he had forgotten his sword. He was really upset. Arthur offered to go home to get it for him.

The house where Arthur had grown up was locked, unfortunately, so Arthur started back to tell Sir Kay at the tournament. On his way he passed by the churchyard and saw the jewelled sword embedded in the rock. The young lad leaped off his mount and with a great tug pulled the sword free. Swiftly he returned with the famous sword. Sir Hector saw him and was so astonished that he summoned all his fellow knights. At last England was sure of her new king. Merlin came forward to tell of the boy's true parents, and the church bells rang loud and long. Arthur, son of Uther Pendragon, was King!

1. Who ruled England at the beginning of the story? **King Uther Pendragon** .....
2. Who raised Arthur? **Sir Hector and his family** .....
3. Who was Arthur's dearest friend? **Sir Kay** .....

4. Why wasn't Sir Hector told of Arthur's royal blood? His father wanted him to be treated like anyone else and be properly trained without special privileges. Other answers will vary.

5. How did Arthur finally get the sword? He noticed its jewelled handle and tried to pull it out for Sir Kay to use in a jousting tournament.





# Dragon killer!

## **Knight in armor**

Whenever I'm a shining Knight,  
I buckle on my armor tight;  
And then I look about for things,  
Like Rushings-Out, and Rescuings,  
And Savings from the Dragon's Lair,  
And fighting all the Dragons there.  
And sometimes when our fights begin,  
I think I'll let the Dragons win ...  
And then I think perhaps I won't,  
Because they're Dragons, and I don't.

*A.A. Milne*

1. What does the poet think about dragons?

They are fierce and can't usually be beaten. ....  
.....

2. What "rescuings" could a child perform?

Answers will vary. ....  
.....

3. What things does the poet do when he puts on his armor? Quote the lines from the poem.

"look about for things" .....  
"rushings-out" .....  
"savings from the Dragons Lair" .....  
"fighting all the Dragons there" .....  
.....

4. Is this poem a realistic or fanciful poem? Why? *fanciful — these dragons are only imaginative.* . . . . .

.....

5. What real dragon does exist? *Komodo dragon* . . . . .

6. What other things might this imaginative person want to be? *Answers will vary.* . . . . .

.....

.....

7. What would you like to be? Why?

*Answers will vary.* . . . . .

.....



# Dragon riddles

1. What breathes fire, has four wheels, and squeaks upside down?  
(A dragon-mouse on roller skates.)
2. What has three tongues, red lips, breathes fire, and has a trunk?  
(A dragon wearing lipstick and running shoes with an elephant on its back.)
3. What's green and fiery on Christmas Eve?  
(Rudolph the red-nosed dragon.)
4. What's scaly, has a big snout, and hops?  
(A dragon on a pogo-stick.)
5. What do you call a sunburn on a dragon's stomach?  
(A pot roast.)
6. How can you tell that a dragon was in your refrigerator?  
(Melted butter.)
7. Why won't a dragon starve in the desert?  
(Because of the sand which — sandwich — is there.)
8. What chair did the boy dragon sit in to sort his stone collection?  
(A rocking-chair.)
9. What did the dragon cook give to his girlfriend for her birthday?  
(A 14 carrot onion-ring.)

10. Two rhyming words, "Rhymie-stymies," will answer these questions.

What do you call:

- A rubber dragon skeleton? — A dragonfly that lives in a jar?  
A shy dragon's plaything? — A dragon's pull toy?  
A stupid dragon-ruler? — A cruel female dragon ruler?



11. Make up some riddles of your own:

Answers will vary. ....

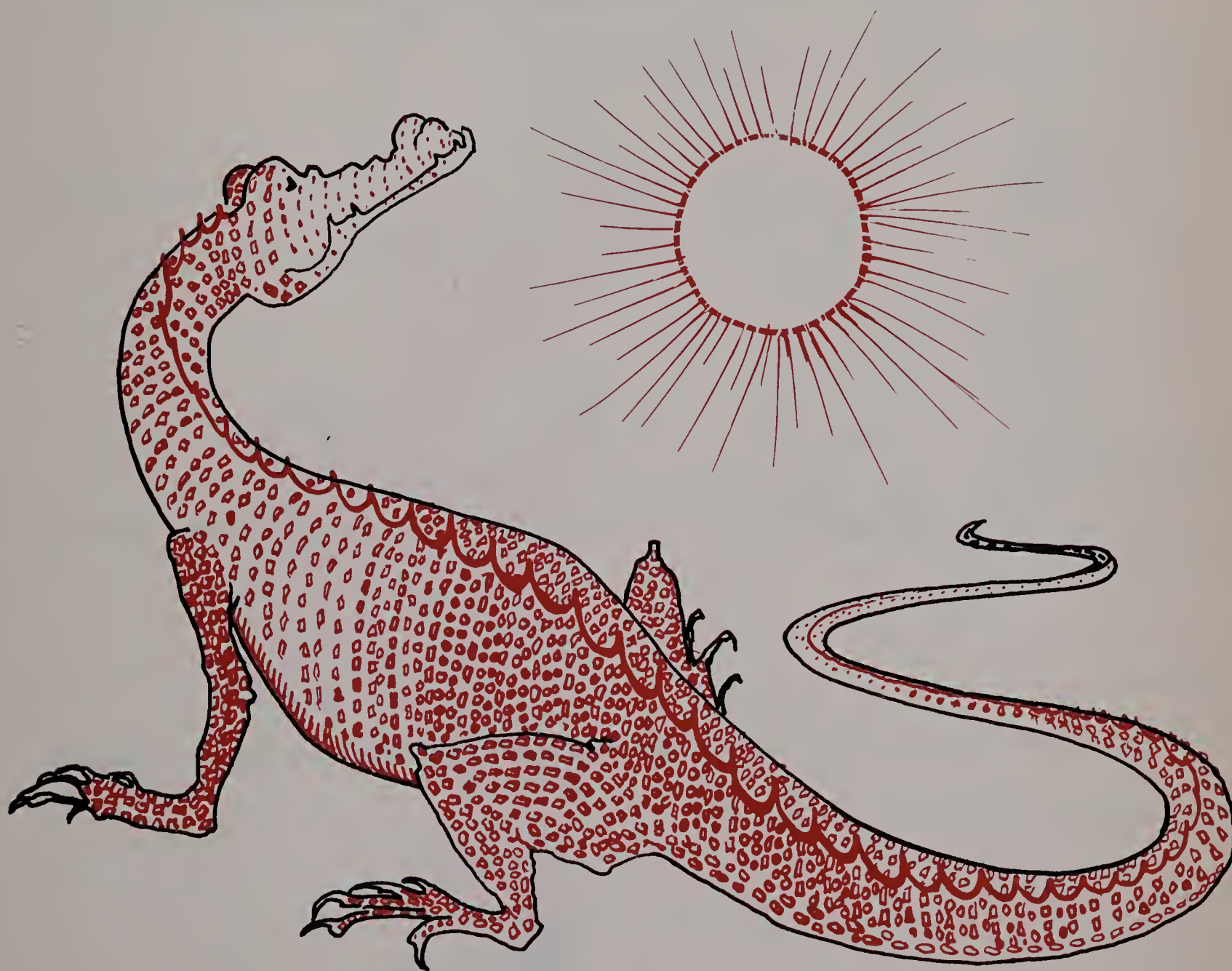
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# Today kneecap, tomorrow the world

## How to read a play

On page 233 of your textbook is the play "Today Kneecap, Tomorrow the World." When you read it, imagine that the story is being acted on a stage with actors playing the roles.

## Characters

Look at the list of characters on page 233. Because they are listed in order of appearance, you know that

..... Cynthia ..... will come on stage first.

## Scene I

The next thing you read is the title, "Scene I." A scene is a piece of action that happens in one place.

When the place changes, .. A new scene is introduced. ....

## Time and Place

The town in this play is ..... Kneecap ....., the population is ..... 497 ....., and the month of the year is .... September ..... Describe where the action in Scene I takes place.

.. in a room with two chairs .....  
.....

## Stage Directions

The author gives instructions to the actors as the play goes along. How are these instructions to appear in this play?

.. in brackets written in italic script. ....

## Pictures

Sometimes pictures can help you interpret the play. By looking at these pictures, would you say this will be a realistic play or a fanciful one? .. fanciful .....

Why? .. One character is a dragon. ....

Now you are ready to choose your characters. Read the parts silently to yourself and imagine the play. How would the voices sound? What facial expressions would you give to each character? What costumes would you select? Who would you like to be? Why?

Answers will vary. ....

.....

.....

.....





# Fact or fancy?

Many of the selections you have been reading included factual or fanciful words. Some of the words or expressions you have seen are listed below.

Put the words in the correct category by deciding whether they are related to factual or fanciful writing. Put a star beside the factual words which are often found in fanciful stories.

Lord of the castle	King Arthur	castle
imaginative	jousting	lair
fury dragon	pretend	dragon's lair
Komodo dragon	lizard	riddle
shield	Cynthia	magic
King Arthur's sword	knight	Middle Ages
fairy	once upon a time	

## Factual Words

- lord of the castle\* . . . . .
- Komodo dragon . . . . .
- shield\* . . . . .
- jousting . . . . .
- lizard\* . . . . .
- knight\* . . . . .
- castle\* . . . . .
- lair . . . . .
- Middle Ages . . . . .
- . . . . .

## Fanciful Words

- imaginative . . . . .
- fiery dragon . . . . .
- King Arthur's sword . . . . .
- King Arthur . . . . .
- pretend . . . . .
- Cynthia . . . . .
- dragon's lair . . . . .
- riddle . . . . .
- magic . . . . .
- . . . . .

# Stop, I can't bear it!

## Polar bear talk

Transmography: that is a large word to describe fun writing. Here is a transmography of the poem ‘Polar Bear Talk’ on page 12 of your text. Read it, and then decide what a transmography is.

Arctic ursine creatures joyful amble,  
Where the water crystals are whiter than the blackboards-writing substance.  
They discover it is pleasant  
To sleep lightly on the frozen water sheet,  
And they utilize frozen voice levels when they chatter.

What is a transmography? ~~A transmography is a piece of writing which is changed into another form . . . .~~  
~~using synonyms as much as possible. The effect is humorous. Answers should parallel this idea.. . . . .~~  
.....

Write your own transmography of ‘Goldilocks and the Three Bears.’ Try to be as clever as possible. The story has been started for you.

Not twice upon a clock measure, three ursine creatures stood inside their place of habitation. The female creature beckoned her male partner and her wee offspring to place their hind quarters on benches with backs to devour the morning’s repast of gruel and liquid from a cow...

~~Answers will vary.~~.....  
.....  
.....  
.....  
.....  
.....





# Furry Bear

If I were a bear,  
And a big bear too,  
I shouldn't much care  
If it froze or snew;  
I shouldn't much mind  
If it snowed or friz —  
I'd be all fur-lined  
With a coat like his!

A.A. Milne

1. Why would the author like to be a bear?

Even if it were cold, he'd be warm in all that fur.

2. A.A. Milne made up two versions of ordinary words. What are these words? "snew" and "friz"

What do these words stand for? "snowed" and "froze"

Why did he coin these words? He needed words that rhyme, so he created new ones. He wanted his poem to have rhythm throughout.

3. The mood of a poem describes how the poet tries to make you feel when reading it. What is this poem's mood?

Answers will vary but may include words such as "happy" and "carefree."

4. There are two examples of alliteration. Write them.

"big bear," "much mind"

5. Does this poem represent fact or fantasy? Why?

fantasy — Answers will vary.

# Canadian bears

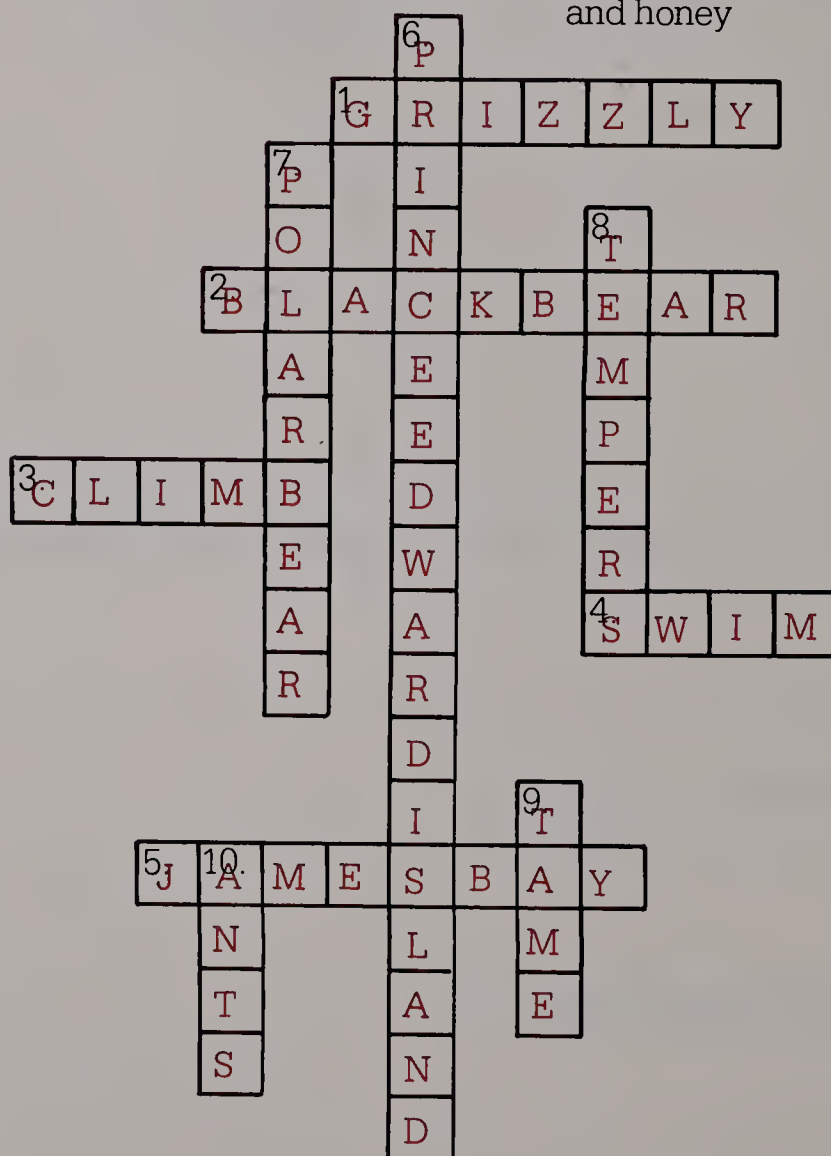
Read the article about "Canadian Bears" on page 14 of your textbook. Skim the article to find answers to this crossword puzzle.

## Across

1. The fiercest bear
2. The most common bear
3. The black bear does  
this the best of all bears
4. Polar bears do this  
the best of all bears
5. Polar bears can travel  
this far south

## Down

6. The black bear is not  
found in this province
7. The largest of the  
three groups of bears
8. Grizzlies and Polar  
bears have short ones
9. Bears are never  
completely .....
10. All bears are fond of .....  
and honey



# Teddy bear, teddy bear

Everyone learns chants and uses them when playing games, skipping, choosing leaders, or just for word fun. The chants below are anonymous. What does “anonymous” mean?

The author is unknown.

Can you fill in the missing words?

1. I had a little teddy bear, his name was Tiny Tim.

I put him in the bathtub to see if he could .swim.....

He drank all the water; he ate all the soap;

He died the next day with a bubble in his .throat.....

In came the doctor, in came the nurse,

In came the lady with the big fat .purse.....

Out went the doctor, out went the nurse,

.Out went the lady with the big fat purse.....

2. Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the .ground.....

Teddy bear, teddy bear, show your shoe.

Teddy bear, teddy bear, that will .do.....

Teddy bear, teddy bear, go upstairs,

Teddy bear, teddy bear, say your .prayers.....

Teddy bear, teddy bear, switch off .the light.....

Teddy bear, teddy bear, say .goodnight.....



3. Fuzzy Wuzzy was a bear,

Fuzzy Wuzzy had no . hair . . . . .

Fuzzy Wuzzy wasn't . fuzzy . . . . .

Was he?

When have you used chants?

Answers will vary. . . . .  
. . . . .

What is or was your favorite chant? Write it on the lines below and then share it with your classmates.

Answers will vary. . . . .  
. . . . .  
. . . . .  
. . . . .

Finish this chant yourself:

Tiki the Koala bear  
Thought a circle was a square.

Answers will vary. . . . .  
. . . . .

Make up any chant of your own. When could you use it?

Answers will vary. . . . .  
. . . . .  
. . . . .  
. . . . .

# Bear facts

There are many expressions using the word "bear". Usually you'd think of the polar bear, the grizzly bear, the koala bear, or the black bear. Look at the pictures below. Decide what bear expression is illustrated by referring to the pictures, then write the expressions below each illustration. Use the expressions in sentences.



..... to bear arms .....



... to bear an inscription .....



..... to bear to the right. ....



..... to bear with .....



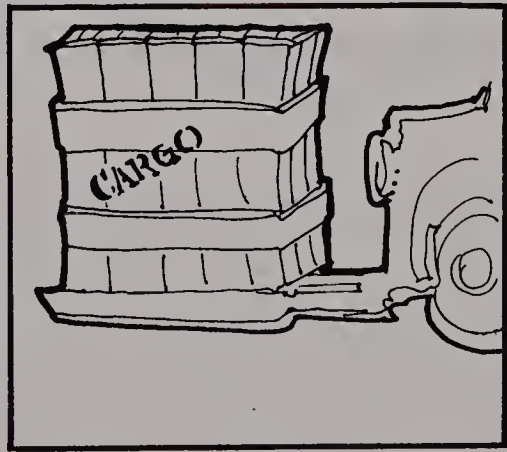
..... to bear .....



..... to bear a name. ....



..... to bear up. ....



..... to bear .....



..... to act like a bear. ....

Definitions on page 000.

## Find the opposite

Look at the underlined words in each sentence below. Then think of an antonym for each example. Write your antonyms on the lines provided. Be sure you read the sentences to see how your antonyms sound and make sure you have chosen the correct form of the word.

1. Untroubled, she knew that one day the flowers would bloom to announce the spring.

“Troubled,” “bothered,” “annoyed” are possible answers. . . . .

2. Nothing had changed.

“Remained the same” is a possible answer. . . . .

3. When she walked off, she felt winter’s heavy drowsiness give way.

“Trotted,” “ran,” “galloped,” “darted” are possible answers. . . . .

4. Suddenly their mother growled and set off among the trees.

“Returned,” “came back,” “stayed,” “remained” are possible answers. . . . .

5. The cubs were absurdly happy in a world of discoveries.

“Unhappy,” “grumpy,” “grouchy,” “angry” are possible answers. . . . .

6. The cubs were uneasy as the light failed.

“Calm,” “peaceful,” “content” are possible answers. . . . .

7. The big, yellow sun that had warmed them since they left their cave was falling slowly behind the distant forest.

“Rising rapidly,” “elevating quickly,” “going up fast” are possible answers. . . . .



# How the teddy bear got its name



In 1902, the president of the United States was a man named Theodore Roosevelt. He was a naturalist, and one day while on a field trip, he found an abandoned black bear cub which he took home as his pet. Of course there was much publicity, and together the two new friends appeared in many newspapers. A Brooklyn doll manufacturer named Morris Michton got a splendid idea. After getting the president's permission, he used this bear as a model for his first teddy bear — you see, the president's nickname was "Teddy." Since then, the teddy bear has become a well-loved toy for children around the world. I wonder what children before 1902 cuddled as they fell asleep?

Have you ever owned a teddy bear? What name

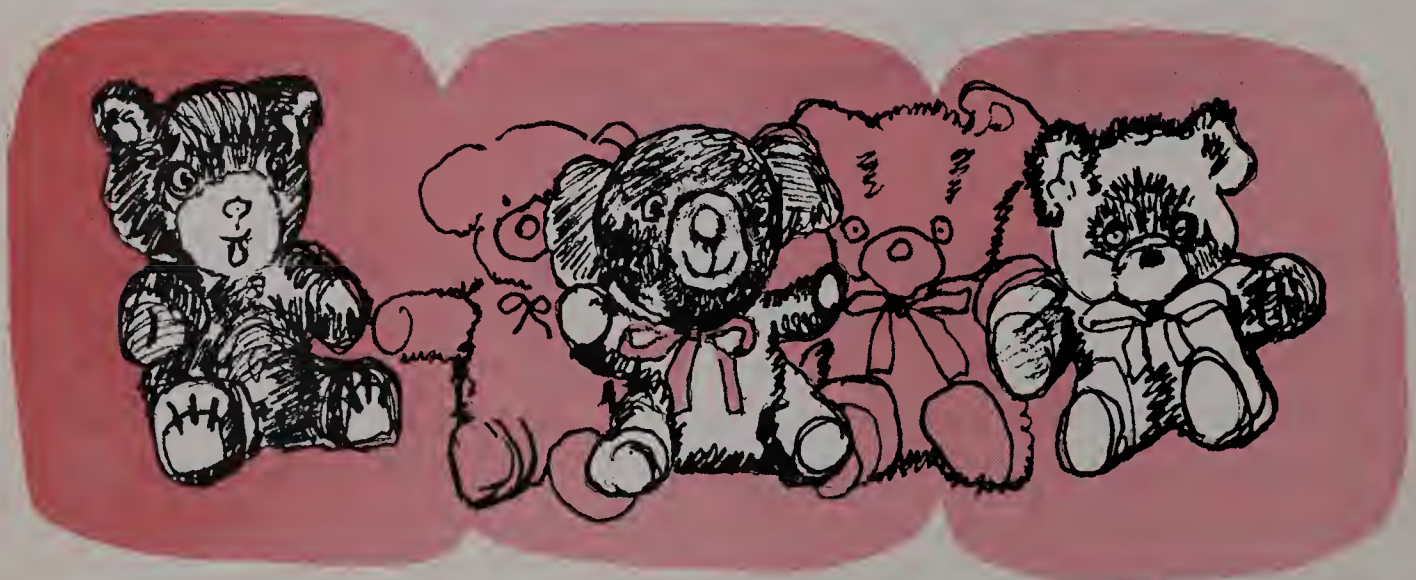
did you give it? Why? . *Answers will vary.* .....

.....

.....

In the following exercise, circle the letter beside the most appropriate answer to complete the given statement.

1. Teddy Roosevelt took this trip because
  - (a) he was a curious president.
  - (b) he loved nature — he was a naturalist.
  - (c) he was searching for a pet.
2. Teddy Roosevelt took the black bear cub home because
  - (a) it was an orphan.
  - (b) its mother was not nearby, so it was safe to take it.
  - (c) the bear cub licked his face.
3. Morris Michton made the first teddy bear because
  - (a) he knew he'd become very rich and famous if he did.
  - (b) he loved teddy bears and had just learned to sew.
  - (c) the president wanted him to make one.
4. Before 1902, children probably took this toy to bed:
  - (a) a rocketship
  - (b) some stuffed toy other than a teddy bear
  - (c) a Raggedy-Ann





# Zeus is hurling his thunderbolt

## The summer of the moon goddess

Read the story “The Summer of the Moon Goddess” on page 42 of your textbook. The sentences below have been taken from that story. Look at the underlined word in the first sentence. Write a homonym for that word which will complete the sentence below it. Be sure that you check the spelling.

1. a) Say, I heard that Mr. MacAvie just bought a new horse.  
b) When I awoke yesterday, my throat ached and my voice sounded hoarse . . . . .
2. a) We were used to broods of noisy red hens, and Cal’s father had some cows.  
b) Last evening, after Marcia . . . . . read . . . . . the newspaper, she fell asleep in the armchair.
3. a) Then the day was ours.  
b) It seemed like . . . . . hours . . . . . had passed since we first had begun the hike.
4. a) She was white, white as milk, with a mane of cream.  
b) To avoid confusion, enter by the . . . . . main . . . . . door of the hospital.
5. a) Well, I had, so there was little need to talk to us.  
b) Jessica didn’t like to . . . . . knead . . . . . the bread because her arms always ached when she was finished.
6. a) Sometimes she was, sometimes not.  
b) It was difficult to undo the . . . . . knot . . . . . in the frayed, thick rope.
7. a) We moped around for a week.  
b) Josh felt very . . . . . weak . . . . . after his surgery.
8. a) She didn’t seem to mind at all.  
b) The workers descended in elevators below the earth and . . . mined . . . . . for a new . . . . . seam . . . . . of gold.
9. a) The warm night was turning cool.  
b) The brave . . . . . knight . . . . . always won the joust.



# Animal myths

## Pegasus

From the blood of Medusa  
Pegasus sprang.  
His hoof upon heaven  
Like melody rang,  
His whinny was sweeter  
Than Orpheus' lyre,  
The wing on his shoulder  
Was brighter than fire.

His tail was a fountain,  
His nostrils were caves,  
His mane and his forelock  
Were musical waves,  
He neighed like a trumpet,  
He cooed like a dove,  
He was stronger than terror  
And swifter than love.

He could not be captured  
He could not be bought,  
His running was rhythm,  
His standing was thought;  
With one eye on sorrow  
And one eye on mirth,  
He galloped in heaven  
And gambolled on earth.

And only the poet  
With wings to his brain  
Can mount him and ride him  
Without any rein,  
The stallion of heaven,  
The steed of the skies,  
The horse of the singer  
Who sings as he flies.

*Eleanor Farjeon*



1. What word clues in the poem tell you that this creature is a horse? line 3 "hoof"; line 5 "whinny"; . . . . .  
line 11 "mane and his forelock"; line 13 "neighed"; line 23 "galloped." . . . . .

2. Why was Pegasus a mythological creature? Write the words from the poem that tell you.

"His whinny was sweeter / Than Orpheus' lyre." . . . . .  
"The wing on his shoulder / Was brighter than fire" . . . . .  
"His tail was a fountain" . . . . .  
"His nostrils were caves" . . . . .  
"His mane and his forelock / Were musical waves" . . . . .  
"He neighed like a trumpet" . . . . .  
"He cooed like a dove" . . . . .  
"He galloped in heaven" . . . . .

3. Which lines in the poem stated facts that could apply to all horses?

"He could not be captured" . . . . .  
"He could not be bought" . . . . .  
"His running was rhythm" . . . . .  
"His standing was thought" . . . . .  
"gambolled on earth" . . . . .

4. Why is this poetic story an example of a myth?

Pegasus has super powers and a super appearance. Other answers will vary. . . . .  
. . . . .

# Wonders of your world

There are seven objects or natural occurrences that are thought to be Wonders of the World. In your personal world, which things do you consider wonders? What would your choices be for:

The seven wonders in your community:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

The seven wonders that happened to you since you were born:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

The seven people wonders of your world:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

The seven wonders of the world today:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....



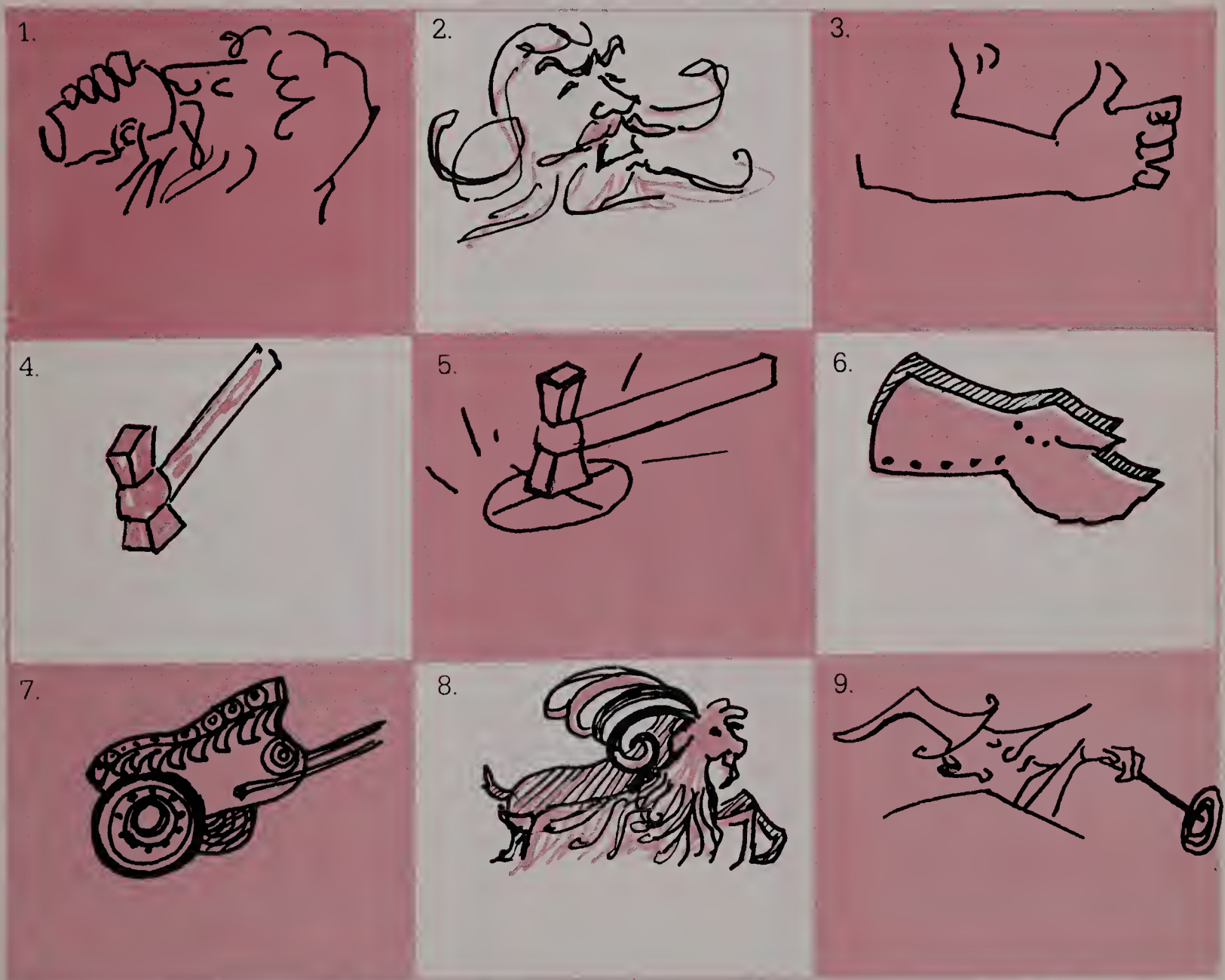
# Norse myths

Norse mythology is filled with stories of the gods and goddesses who were important to the Norse people of old. Find out about Thor, a powerful Norse god, as you read the following selection.

Norse people lived in Northern Europe, and they, too, created myths depicting gods and goddesses. Asgard, the central city of this world, was where all gods and goddesses lived in golden palaces. A beautiful rainbow bridge stretched from Asgard to Earth, which was called Migard. In Migard dwelled humans. Beneath Migard lived dwarves who made magic as the gods required. On the edges of this world lived evil giants, who lived in the frozen hills and deep valleys. This area was named Ugard.

Since gods were protectors from evil, they were created with super powers. Thor, son of Odin, the father of all gods, held a special position.

What made Thor a special god? Read these pictures and write what the picture tells you about Thor.



1. . . . . Thor could drink more than any god or giant. . . . .  
.....
2. . . . . Thor had a terrible temper. . . . .  
.....
3. . . . . He had super strength. . . . .  
.....
4. . . . . Thor's special possession was a red-hot hammer. . . . .  
.....
5. . . . . Thor could throw his hammer very accurately. . . . .  
.....
6. . . . . Thor wore special iron gloves when using his hammer. . . . .  
.....
7. . . . . Thor travelled in a great brass chariot. . . . .  
.....
8. . . . . Two red-eyed goats with shaggy hair always pulled his chariot. . . . .  
.....
9. . . . . Thor's weakness was to be tricked by magic spells. . . . .  
.....



# Women of the Greek myths

The Greeks of long ago had many myths and legends that they enjoyed telling and listening to. These stories were of their gods, goddesses, and heroes.

Read the descriptions on the next page of some women who appeared in Greek myths. Then match each of the descriptions with one of the pictures below. Write the number of the correct description in the circle beside the picture.

6



1



5



3



2



4





## **Hera**

1 Hera was the wife of the king of the gods, Zeus. Her name means "splendor of heaven" or "lady." The peacock and the cow were her favorite animals. A proud and beautiful queen, golden-sandaled and golden-throned, she was the Goddess of Marriage.

## **Artemis**

2 Apollo, the God of Sun, had a twin sister, Artemis, Goddess of the Moon. She had a slender bow and golden arrows. As Mistress of the Hunt, she was swift and graceful in all her actions. She loved the woodlands, the deer, and all wild beasts. She was the maiden goddess, who protected the youth of the world.

## **Pallas Athena**

3 Perhaps the wisest and most powerful goddess was Pallas Athena. She sprang full-grown and in full armor from the head of Zeus. Gray-eyed and stately, she held a spear aloft and wore a breastplate called an *aegis*. Her battle cry made men tremble. The great city of Athens belonged to her, and its famous Parthenon was built in her honor.

## **Demeter**

4 Demeter was Goddess of the Harvest. Zeus' sister, she was often pictured with sheaves of golden wheat and was worshipped by all who sowed and reaped.

## **Aphrodite**

5 When men and women of the earth, young and old, fell in love, it was Aphrodite they worshipped. She was the Goddess of Love and Beauty, and the daughter of Zeus. She is said to have sprung from the foam of the sea, sweetly smiling and laughter-loving.

## **Medusa**

6 No living thing could gaze upon the face of this Gorgon without being turned instantly to stone. Medusa had once been a beautiful maiden who took great pride in her hair. She had even dared compare herself with the goddess Athena. For such boldness and vanity, Athena changed her into a monster. Her golden ringlets became writhing, twisting snakes. She was banished to a cave, where she lived with two other Gorgons, surrounded by the stone figures of men and animals who had chanced to glimpse her.

from *The New Book of Knowledge*

Use the descriptions of the women of Greek legends to answer these questions.

- 1. Which woman might a tribe of warrior women worship? .Pallas Athena. ....
- 2. If you had developed a new type of wheat, which of these women might you name it after? Demeter
- 3. Which woman could be the subject of a horror movie? .Medusa. ....
- 4. One of these women's pictures might be used on a Valentine's card. Which one? .Aphrodite. . .
- 5. What lesson does the story of Medusa teach? .not to be vain. ....

.....

If you could be one of these mythical women for one day, which one would you choose to be? Why?  
What would you do on that day?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# I wonder why there are seven days in a week?

Read "I Wonder Why there are Seven Days in a Week?" on page 64 of your textbook. The sentences below are straight from the article, except that the underlined word has replaced one word in the article. Think of a synonym for the underlined word. Then check to see if your word is the same as the word used in the article. Write the answers on the lines provided. One letter of each word will be in a box. Write all boxed letters on line 7(a). Unscramble them on line 7(b). Use the clue to help you.

1) The year is the time required for a definite thing to occur.

N E E D E D

2) These divisions have been passed down to us.

H A N D E D

3) In the past, people knew five of the planets.

L O N G / A G O

4) They named them wandering stars.

C A L L E D

5) These stars changed their position against the background stars.

P L A C E

6) Friday is named after Frigga, the god

1. connected with 2. the morning star.

(1) A S S O C I A T E D

(2) V E N U S

7) (a) (scrambled) D D G O E E S S S

(b) (They had super powers in mythology.)

G O D D E S S E S



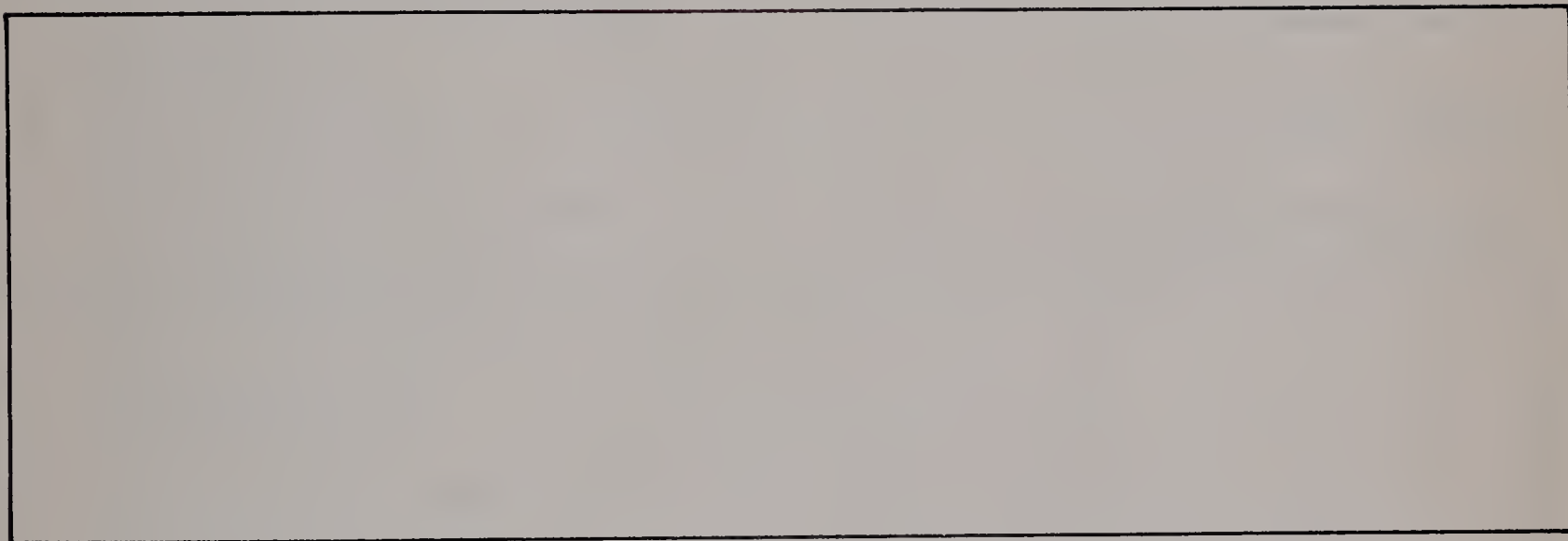
# What would it be?

Here is a poem about a character, a dog, who wanted to become a bird.

## The dird

A barking dog that needed  
To be a bird and tweet  
Became a dird, now that's absurd  
That he could only beet!

Make your picture of a dird here



A pig plus a leopard might make a peopard or a leopig. Here is a giroctopus. What two creatures is it made from?



What creatures would result if you combined these?

1) cow + owl? . . . *Answers will vary.* . . . . .

2) hog + peacock? . . . . .

3) crocodile + dog? . . . . .

4) goat + snake? . . . . .

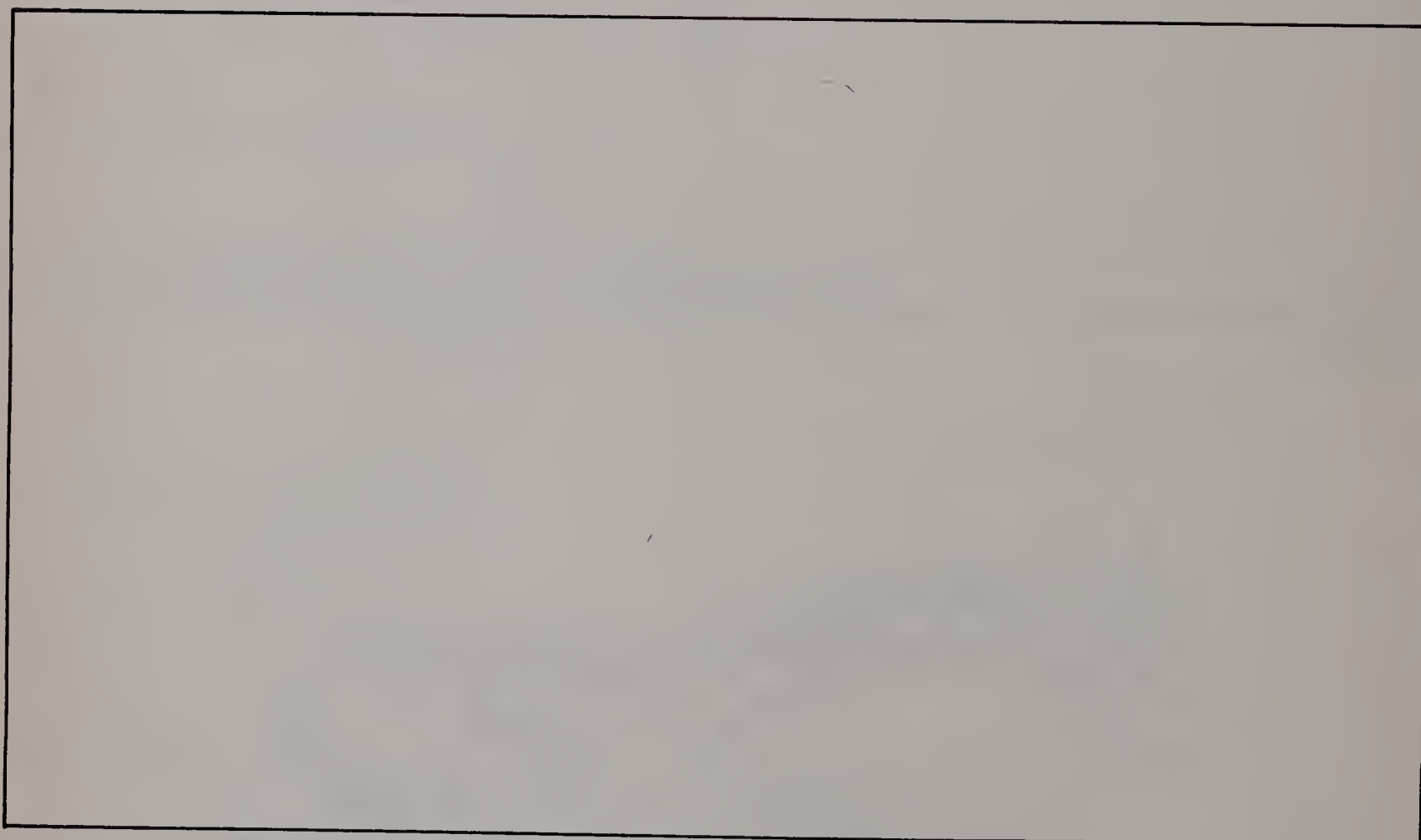
5) elephant + mouse? . . . . .

6) lion + rat? . . . . .

7) camel + horse? . . . . .

8) whale + frog? . . . . .

Illustrate one creature here *Answers will vary.*



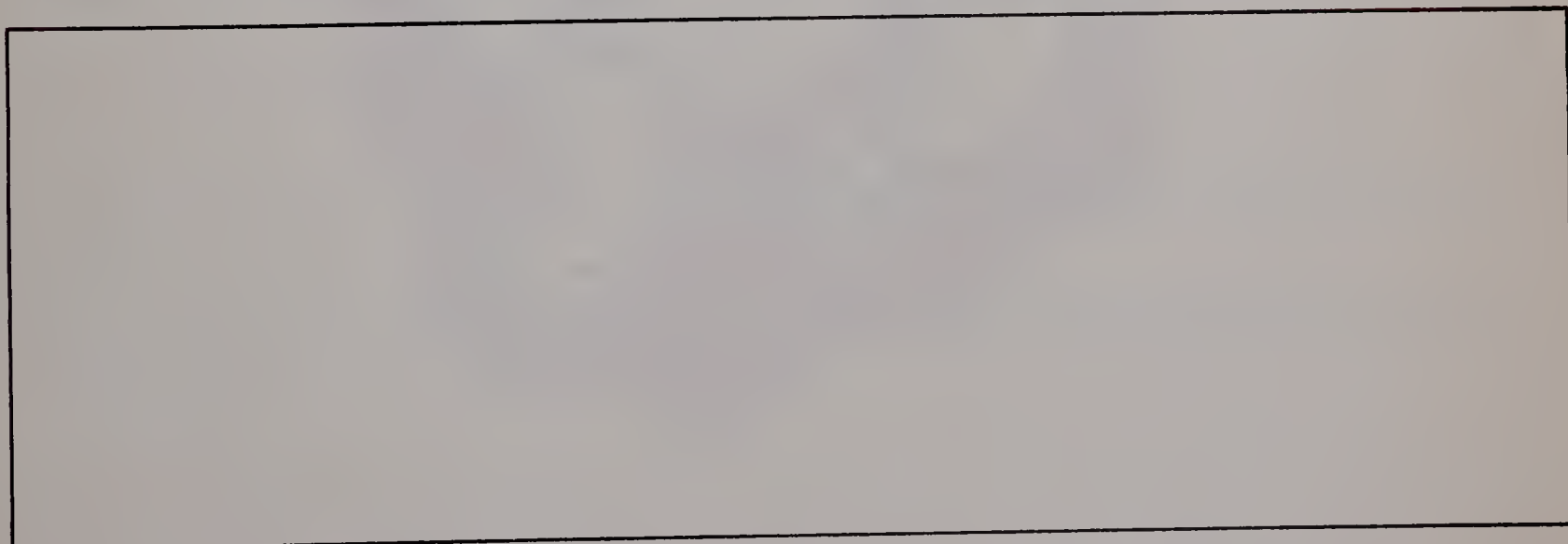
Make up more creatures yourself. Get together with a group of your friends and create a "Crazy Creature" zoo by pasting your pictures together to form a collage or by using Plasticine to make them.

# If you don't watch out . . .

## The lady and the monster

A lady had a monster,  
And she took him for a walk.  
The monster ate a flower up.  
The petals and the stalk.  
The monster howled a little bit.  
The monster howled a lot.  
He howled that he was much too cold  
Or possibly too hot.  
He tried the lady's hat on.  
He tried the lady's shoes.  
He thought he looked quite dapper  
In the softer shades of blues.  
He said he wanted candy  
Wrapped in tinfoil by the ton.  
He simpered at the lady,  
"I am only having fun."  
She answered him politely,  
As he tossed a toasted bun,  
"When I buy another monster  
I will get a nicer one."

1. Underline the words in the poem that tell about this monster. Then, look at those words, and think about how the monster should look. Draw it here. Would it be smaller or larger than the lady? *Answers will vary.*





2. List some examples of alliteration found in this poem.

"he howled that he".....

"Softer shades".....

"tinfoil by the ton".....

"tossed a toasted".....

3. If you owned this monster, what would you do?

Answers will vary.....

.....

.....



# Meeting words a second time

As you meet a word again and again, do you find that you understand it even though you haven't used your dictionary? See how well you can understand each underlined pair of words after reading it in context twice. Then, on the line, use it in a sentence of your own.

1.

a) The giant, who had no feelings for anyone, was ruthless when he killed everyone who got in his way.

b) Gregory Styx, a ruthless tyrant, ordered everyone to obey every request or he would behead them.

c) Answers will vary.
2.

a) That purple shoe and yellow shoe you are wearing make you look utterly absurd.

b) "What an absurd answer to such a sensible question," giggled Jane.

c) Answers will vary.
3.

a) Tom, are two decades equal to a score?

b) I collected six green shells, nine iridescent blue ones, and five pearl ones — a score in all.

c) Answers will vary.
4.

a) I'm going to have to go to bed soon. I'm already drowsy.

b) Your half-opened eyelids, Samantha, tell me you are feeling very drowsy.

c) Answers will vary.
5.

a) We just can't stand that ghost's interruptions any longer and are frustrated trying to get rid of that intruder.

b) Why does she have to intrude every time we're having so much fun? Who asked her to come here, anyway?

c) Answers will vary.

6. a) Did you see Mary floundering when she fell into that mud hole?

b) Men and horses were floundering in the deep snow.

c) .Answers will vary. ....  
.....

7. a) You wonder why she has no close friends! Maybe if she tried to comfort others instead of acting in a malevolent manner towards them, she'd be a happier person.

b) Just look at that malevolent stare in those slitty eyes.

c) .Answers will vary. ....  
.....

8. a) Did you hear my father from way over here when he bellowed at me yesterday?

b) Crotchety Mr. Peterkins always bellowed at the students instead of handling the problem calmly and quietly.

c) .Answers will vary. ....  
.....





# Canada's monsters

After you have read the article about "Canada's Monsters" on page 80 of your textbook, read the descriptions below to determine which monster has been described. Try not to refer to the article. Write the name of the monster on the title line. Finally, decide whether this is a living monster (factual) or a make-believe one (fictional). Circle the appropriate word for each.

## SQUID

Its body is torpedo-shaped, tapering to a slender tail. Two goggle eyes, ten long thin tentacles and a parrot-like beak make it an awesome creature. The sucker discs on its tentacles grip like a vise when it catches and holds its prey.

factual or fictional

## SASQUATCH

This apelike creature lives in forests and mountain wilderness areas. It walks on two legs but is much bigger and stronger than man. Many people believe that it is lurking in British Columbia.

factual or fictional

## LEVIATHAN

People thought this creature needed a five-kilometre-long fish for its daily food. Many people could stand in its eye-socket. Even a horse and rider could gallop down its swallow!

factual or fictional

## KLATO

In Northern British Columbia lived a creature whose orange belly was over 1.5 metres in diameter. It had a tail with flukes two metres apart. No head appeared, so no one knows what that looked like.

factual or fictional

## HORSE-HEADED MONSTER

This creature, about twelve to eighteen metres long, once frightened an Indian fisherman. It raced towards the frightened man at over fifty kilometres an hour. The body was as big as a barrel.

factual or fictional

# Movie monsters

The article "Movie Monsters" on page 87 of your textbook discussed several techniques used by movie-makers to create these awesome creatures. A list of these techniques is numbered below.

Write F (Frankenstein's Monster), W (Wolfman), K (King Kong), D (Dracula), or M (Mummy) on the lines below to show the technique used to create the monster. Then, select four techniques, write the numbers you chose in the space provided, and illustrate your own monster.

1. Struts were put in its trousers to stiffen its legs. F . . . . .
2. Clay was baked over the wrinkles. M . . . . .
3. Makeup was applied in front of the camera, and a few frames at a time were taken. W . . . . .
4. It wore a steel spine to remain stiff. F . . . . .
5. It was a small replica to make the filming real. K . . . . .
6. 137 m of gauze was used. M . . . . .
7. A huge one was created for close-up shots. K . . . . .
8. It wore heavy, huge boots. F . . . . .
9. Its face was sprayed with a chemical to wrinkle the skin. M . . . . .
10. The settings were just as terrifying as the actual monster. D . . . . .
11. The monster was sprayed blue-green. M . . . . .

The Story of My Monster, . . . . .

.....

.....

.....

.....

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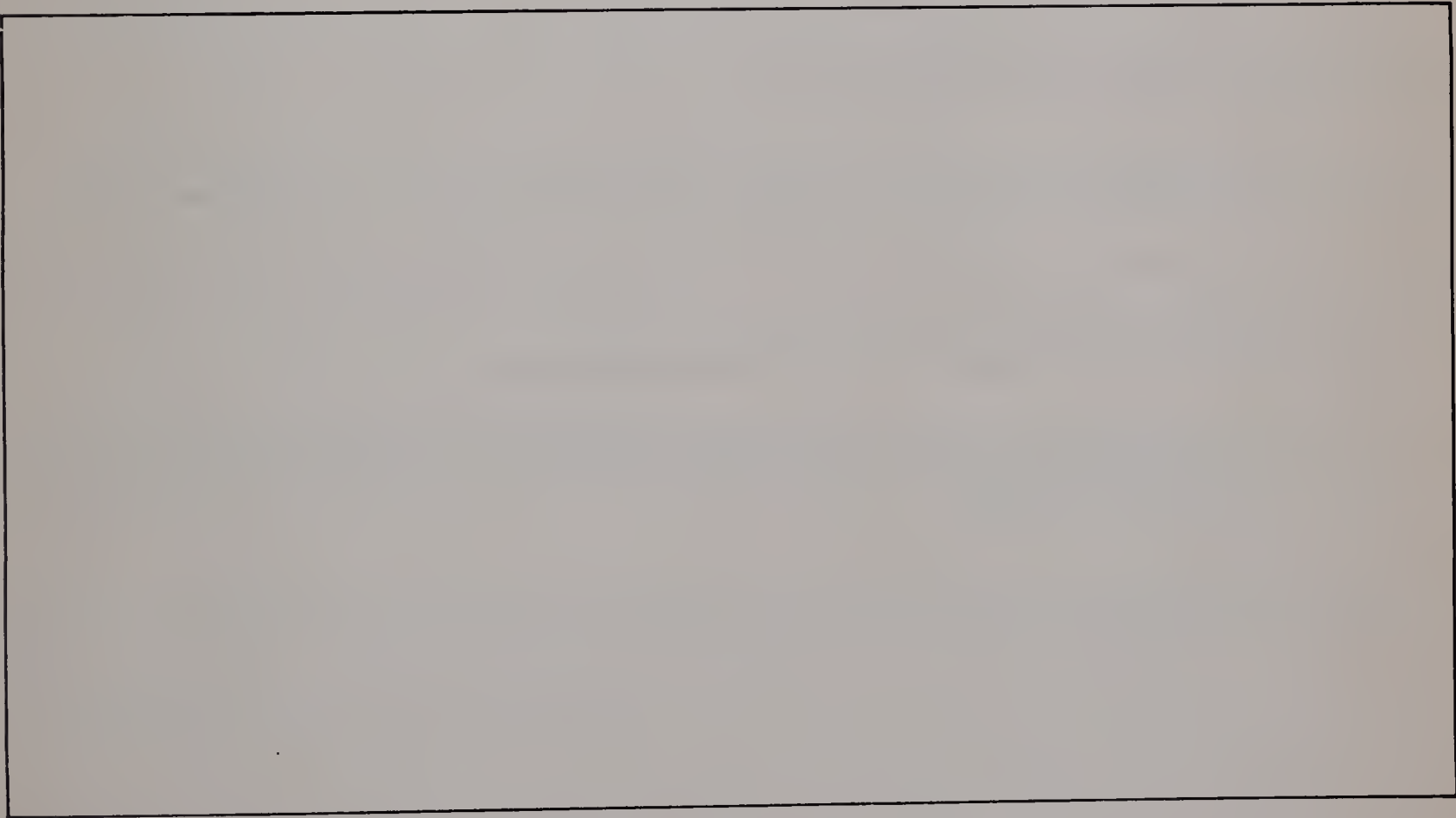
.....

.....

.....

The techniques I used were numbers: .....

Illustration of My Monster named .....





# The coelacanth

Before 1938, nobody in the western world had even thought that a dinosaur-age creature like the coelacanth (see-la-canth) still existed. It was supposed to have become extinct seventy million years ago. But on December 22, 1938, a fishing boat was searching for schools of fish off the mouth of the Chalumna River in South-East Africa. It was not the usual place for trawlers to fish, but by accident and good fortune, when the ship was five kilometres off shore, it lowered its lines. The haul of three tons of fish was a normal catch, but one remarkable specimen was very unusual indeed. It was nearly two metres long, blue, and was the most unusual fish ever seen. It lived for four hours in captivity.

The skipper, Captain Goosen, realized that this might be an important scientific discovery. He sent the fish to a museum curator who wrote to a professor about the new discovery. Professor Smith left quickly to view this specimen. The curator, Miss Courtney-Latimer, Captain Goosen and Professor Smith immediately attracted the attention of world scientists. Since then the fish has been studied, analysed and discussed all over the world. There have been more coelacanth discoveries since then — December 20, 1952, September, 1953, January 28, 1954, and January 31, 1954.

What about the fishermen who lived near this area? They've believed in this creature for hundreds and thousands of years. In fact, they call it by a special name, Kombessa. In this case, a fictional monster really does exist!

1. When and where was the coelacanth found?

December 22, 1938, off the coast of South-East Africa

2. Who found it? the trawlers on the fishing boat

3. Who was responsible for the scientific discovery — the skipper, the curator, or the professor? Why?

The skipper knew that this creature was special and he informed the other two people. They played an important part too, but the skipper was responsible for alerting them.

4. Find out more details about the coelacanth discoveries. Look in your encyclopedia and find three other facts not mentioned in the report.

Answers will vary.

# Your reading rate

The *reading rate* is the speed at which you read something. Sometimes when you are reading, you do it slowly, being careful that you understand every word. At other times you will read as quickly as you can.

Would you probably read a history article for a project quickly or slowly? Why? *You read it slowly because you are looking for information.*

Would you read a mystery story quickly or slowly? Why? *You read it quickly because you want to find out what happens and you aren't looking for factual information.*

Your reason for reading affects your reading rate. If you are looking for information or following directions you would read slowly and carefully. On the other hand, if you were reading for pleasure you would read as quickly as possible. The appearance of your reading material also changes your reading rate. Subtitles, boldface or dark type, and large, well-spaced type all make reading easier. The difficulty of what you are reading also affects your speed. Many difficult and new words and ideas can slow down your rate. Whether or not you are taking notes as you read also affects your reading rate.

Read the following selection.

"Antiquities," Nick said, knowing.

"Ant what?"

"Old things. Jewels, coins. Things like that. Like in museums."

"Like the Egyptian mummies in the British Museum?" Kate asked.

"Only these are Greek old things. They didn't have mummies. Bits of jugs. Statues," Nick said.

"I think statues are boring. I don't want to see them," Kate said.

"They're supposed to be very beautiful," Sarah said.

"Well, I don't think so. I wouldn't bother to dig them up if it was me."

"What about treasure? Jewels? Old money?"

"I'd like that better. I've got a shilling that's more than two hundred years old. Grandpa gave it to me.

He says it's worth much more than a shilling now."

from *Kate and the Island* by Catherine Storr

1. From what kind of book is this selection taken? What would be your reason for reading it?

*fiction — pleasure*

2. Would you read this selection slowly or quickly? Tell how difficulty and appearance affected your

reading rate. *quickly — Answers will vary.*

✓  
The selection below is taken from a book called *All About Archaeology*, by Anne Terry White. What might be your purpose for reading this selection?

to get information . . . . .

Word got to the Museum of Natural History at Denver, Colorado, and Dr. Jesse D. Figgins came down hotfoot with some other scientists. They began to dig. And pretty soon the expert was able to say that the bones were those of bison believed to have died out at the end of the last Ice Age, bison with a great head and widespreading horns like those of a Texas steer. As for the chipped flints, they were spear tips. How old, Dr. Figgins couldn't say. But he was very anxious to find out.

Scientists said that Man had lived in America only three to five thousand years. Yet Dr. Figgins believed that those bison had died out perhaps 15 thousand years ago. If he could find a chipped flint in soil that had never been disturbed and on the same level as the bones, he would know that whoever used the bayonet-shaped points *had lived at the same time as the extinct bison*.

One day the evidence turned up. Before the scientist lay a point embedded in the clay right around a bison rib. Later another one showed up. It, too, was on the same level as the bones. The bison must have been ambushed on this spot.

What an outcry there was! Scientists fought Figgins' evidence tooth and nail. They didn't want to accept Folsom Man, as Dr. Figgins called the unknown hunters, because their flints had been found near the town of Folsom, New Mexico.

Did you read the selection at the rate you had predicted? Why did you read at that rate?

Answers will vary . . . . .

Look at the article below. Could you read this article quite quickly and still take notes as you read?

Why or why not? . ~~Yes, you could still take notes because the words in dark letters help you to see what's . .~~

~~important.~~ . . . . .

. . . . .

## Dinosaurs

**What were dinosaurs?** Dinosaurs were reptiles that lived in the Age of Reptiles.

**How long did the dinosaur age last?** The dinosaur age lasted for about 165 million years.

**Where does the word "dinosaur" come from?** Richard Owen, an English anatomist, gave the word "Dinosauria" to the earliest known animals in 1841. He made up this name from the Greek words meaning "fearfully great lizards."



# Fancy a phobia?

Have you ever been afraid? There are many words to describe fears or phobias that people have. Read the "phobia" words in the sentences below. Think about the sentence, and then write on the line provided what the underlined fear is. The first one has been done for you.

1. James could never be a tightrope walker, because his acrophobia even prevents him from leaving the ground level of buildings.  
the fear of high places
2. Jane stayed inside her house day after day after day. If she could conquer her agoraphobia, she'd be able to mingle with crowds of people.  
the fear of great crowds .....
3. Eloise doesn't have a cat since her ailurophobia makes her run across the street even if she sees a kitten.  
the fear of cats .....
4. "Friday the thirteenth! I'm not leaving this house," quivered Margaret-Ann. It's too bad she has triskaidekaphobia, because she could have been the thirteenth person in the theatre and won a great prize.  
the fear of the number thirteen .....
5. Jake's claustrophobia prevented him from going in an elevator or a closed closet. He still rides escalators, though.  
the fear of closed spaces .....
6. Take that kite and ball of string away from here. My sister's linonophobia will make you wish you'd used that string for a clothesline!  
the fear of string .....
7. Martha will ride planes, helicopters, bicycles, tricycles, and even pogo sticks, but won't ever ride on a train. She has siderodromophobia.  
the fear of riding on trains .....
8. "They're slimy! Get them out of here," screamed Plix. "Snakes are dry, and not dangerous. You have wrong ideas about this gorgeous creature. It's your ophidiaphobia again!" replied Splong.  
the fear of snakes .....

# The Handre changes

Read the play. Underline in red the sentences that show Handre was mean. Underline in green the lines that tell how he changed.

Characters: Announcer  
Boggart  
Handre  
Five Children

Announcer:

No one in the friendly village liked the Handre. He chased children. He teased their pets. Once he even kidnapped Sally Hall's dog and the children hissed and booed at the snarling monster.

One day a Boggart saw the Handre and his mean actions and decided to visit him. He entered the Handre's den without even knocking.

Boggart:

Do you like being frightened?

Handre:

Why — er — no!

Boggart:

Then why are you terrifying these children? That's my job, not yours!

Handre:

Well (whispering)...no one likes me. I feel so-o-o bad. I just take it out on the children.

Boggart:

Why should anyone like you if all you've done is mean things?

Handre:

(Thinking) You're right. What should I do?

Boggart:

Tomorrow is market day. Get there early and set up a booth. Give something away. Give something to the children.

Handre:

That's wonderful... but what can I give them?

Boggart:

Can you bake cookies?

Handre:

I don't know. I've never tried.

Boggart:

Well butter cookies are easy. Come on. I'll show you.

Announcer:

And so the Handre and the Boggart made butter cookies. They even made chef's hats and a sign for the booth that said: "Free Cookies For Children From a Sorry Handre"

Handre:

(He sets up his booth). There. That's all done. It looks good, even if I do say so myself.

Announcer:

The people walked by but continued to ignore the monster.

Five different children:

(look at the sign, read it and shake their heads as they pass by.)

Handre:

(after a while begins to cry) It's my own fault. I asked for this. I'm so-o-o sorry! (cries)

Children:

(one by one warily approach the booth. They gingerly take a cookie. Taste it.) M-m-m, these are good,  
Handre. Thank you.

Handre:

(after each child takes a cookie) You're welcome. I'm so glad you've come.

Children together:

You're not so bad after all. (They sing)

For he's a jolly good fellow

For he's a jolly good fellow

For he's a jolly good fellow

That nobody can deny.

What might happen next to the Handre? Will he continue to be friends with the children? Will he help them in some way? Write your ideas for another scene in the play.

Answers will vary. ....

.....

.....

.....

.....

.....

.....

.....

.....



# Every time I climb a tree

## Have you seen trees?

Skim the poem "Have You Seen Trees" on page 114 of your text and answer these questions.

1. This poem appeals to your senses. Which words on page 114 tickle these senses? Write examples from the poem in each column.

TOUCH	TASTE	HEARING	SIGHT
old tree . . . cracked . .	taste the fall nut trees .	crunch . . . . .	red . . . green . . . white bark
cold tree . . smooth . .	. . . . .	. crisp, dry leaves . . . .	yellow . . trees . . ice at night
wrinkled . . . . .	. . . . .	. snap . . . . .	orange . . high . . wide
rough . . . . .	. . . . .	. . . . .	brown . . sparkling in . the light
twisted . . . . .	. . . . .	. . . . .	holes in the bole . . . . .

2. Sometimes words sound the way they are said. This coincidence is called "onomatopoeia." Look at your "hearing" list. What examples can you find of onomatopoeia?

crunch . . . . crisp . . . . snap . . . . .

3. How does the poet feel about trees? She appreciates them and really has observed them closely . . . . .

Answers may vary. . . . .

4. Find five different examples of alliteration in the poem and write them down (a group of words that start with the same sound).

Answers will vary.

. . . . .

. . . . .

. . . . .

# The legend of the birch tree

Some of the following sentences have been taken from “The Legend of the Birch Tree” on page 116 of your textbook. Each group of sentences has a word missing. The same word is missing from each sentence in the group — a word with many different meanings.

How clever are you at finding the missing word? Use clues in the sentences to help you.

1. The ..... **fair** ..... birch tree also grew in the forest. Standing beside her was a young girl with very ..... **fair** ..... hair. She looked at the clouds and the sky and was happy that the weather was ..... **fair** ..... and not raining as the weatherman predicted. That meant that tomorrow she would be able to go to the ..... **fair** ..... after all!
2. She was a graceful tree and could ..... **stretch** ..... her limbs very high. Can you imagine climbing to the top to be able to see the ..... **stretch** ..... of road in the distance? That way I wouldn't even need to ..... **stretch** ..... my neck to see so far away.
3. In ..... **spring** ..... her leaves were pale green. In fall they would whirl gently toward the ground and land in the natural ..... **spring** ..... that was always filled with water. A young child played nearby and would do somersaults and ..... **spring** ..... into the air while leap-frogging over the high dandelions.
4. With that, Pine bent over towards Birch and ..... **switched** ..... her fair skin very hard with his sharp needles. Birch turned around and quickly ..... **switched** ..... position to avoid more nasty blows. Finally, Pine cooled down, ..... **switched** ..... off his mighty temper, and was able to remain calm once more.

# Tree of life

Have you ever really thought about how important trees are to human beings? Read this article to discover some of their uses.

Do you realize how much we depend on trees for survival? Think of the air we breathe, the food we eat, the wood and paper we use, the shelter trees give us.

If no trees existed, where would we get the air we breathe? Trees use the carbon dioxide we breathe out, or exhale, and we use the oxygen that the trees emit.

Trees produce foods for people, insects, and animals. Could you imagine never having tasted apples, bananas, cherries, dates, peaches, pears, lemons, limes, or plums? What would squirrels do without acorns? What would birds do without berries?

What would we do without lumber? How would our houses look? On what would we hang the electricity and telephone cables? And where would pioneers have been without their log cabins and wooden boats?

Do you realize that log-cabin schoolhouses wouldn't have existed. Paper, pencils, books, and newspapers wouldn't have existed either. Nor would they exist now. What would we do?

As well, trees control insects by providing living space for birds. Birds eat insects and berries as the main part of their diets. Could you imagine thousands more mosquitoes, flies and other pests that would be around to bother us? Could you imagine the dullness of spring with no birds in the trees?

There are yet more ways in which we depend on trees. Soaps are produced from lye, wood ash, and fat. Would you like to live in a world with no soap? (Don't answer that last question!)

Find a picture in a magazine that includes people, activities, equipment, and shelter. Tape the picture to the top of this page. Read the foregoing article again and scrutinize the picture carefully. List the things in the picture that wouldn't exist without trees.

Answers will vary. . . . .

. . . . .

. . . . .

. . . . .

. . . . .



# How it used to be

## Maple syrup

Long, long ago, North American Indians collected sap from the sugar maple. They made a gash in the tree and placed a hollowed-out log on the ground below it. When they collected enough sap, they cooked and thickened it by dropping very hot stones into the trough in the log.

In March, maple-sugaring would begin. The days were mild enough even though the nights were freezing. In this kind of weather, the sap would begin to rise, and then the Indians would collect their rare “sugar.” They enjoyed putting it on the snow, pulling it, and making maple sugar just as we do today. Indeed, sugaring kept them very busy, until the buds appeared that is!

1. How would Indians make a gash in the tree?

They'd use a sharp stone.

2. Why did they use hot stones?

The heat thickened the sap by causing the water to evaporate.

3. What does “sap would begin to rise” mean?

The sap moves up the trunk into the tree's branches.

4. Why was sugaring done in March?

This weather had the right conditions for sap production.

5. What does “until the buds appeared, that is!” mean?

Sap is collected only until the buds appear.

# The fitzie fort

Read how a young boy tells about his special tree in a special way.

Dear Billy,

I'm  
soexci-  
ted that I  
can hardly  
write this  
letter to you.  
Guess what! Me  
and the guys fi-  
nally built our tree-  
fort. We even chris-  
tened it with a big bottle  
of root beer! How's that for  
*pizzazz*! Mike, Bob, Jim, and I  
got a pile of old  
lumber from our  
dads to build her.  
We named her the  
Fitzie Fort! She's  
just beautiful. Mike's  
teenage brothers, Pat  
and Maurice, helped us  
put the floor in so that it  
would be really solid and  
firm. We built the rest. To get into it you have to  
climb this rope ladder. We put that on so that we could  
pull it up to stop the snoopers from coming around. You  
know who they are, don't you! Well, we've put up our sign  
that says PRIVATE, KEEP OUT! ENTER AT YOUR OWN  
RISK, OR ELSE! So far we have put carpet pieces on the floor,  
rainproofed the roof with plastic sheets, and put in window  
frames. My dad has some extra screening to give us, so tomorrow  
we'll try to make it insect-proof—if we can, that is. Today we had our  
first Fitzie meeting and decided how we'd decorate the inside. I'd like  
to build a couple of shelves for our games, comics, and things, and Mike  
wants a folding table that hinges to one wall. That's a good idea too. Well,  
so long for now Billy. Remember to visit me as soon as possible. I'm sure  
proud of our old oak-tree fort. I'd like you to be my first guest. Bye for now,

Shahn.



1. Why was Shahn so excited about the tree fort?

He'd wanted one for a long time, and now it was finally complete. . . . .

2. Have you ever written a letter like this? Why did Shahn write this way?

Answers will vary. He was excited; the tree-fort was special, so he wrote a special letter; Billy was his dear pal and he enjoyed doing special, friendly things like this. . . . .

3. Why did Pat and Maurice help the boys?

The boys wanted the floor to be extra secure, so they asked older boys to help. . . . .

4. Why is it important to have a private place?

Answers will vary. . . . .

5. If you had a tree fort, what would you name it? What would you do there?

Answers will vary. . . . .

6. Who are the "snoopers"?

probably girls, or other children whom they don't want in their clubhouse. . . . .

7. If you put up a sign, what would it say?

Answers will vary. . . . .

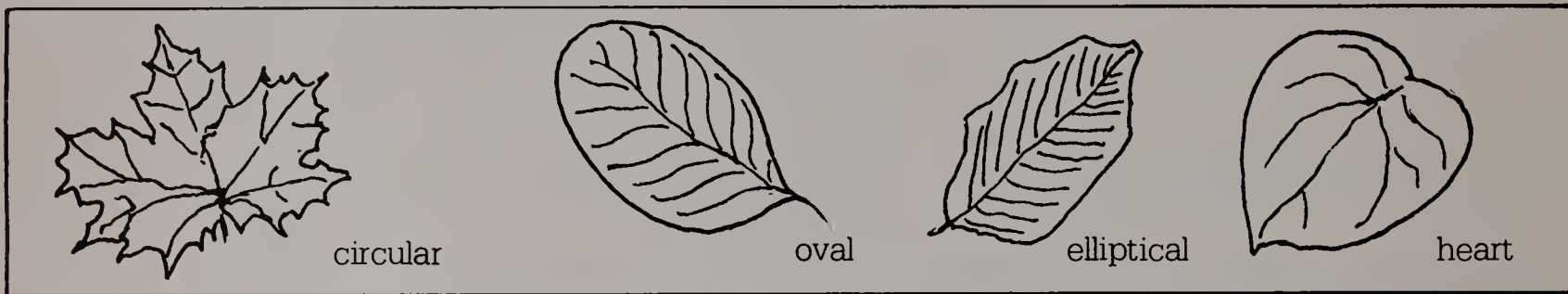


# Every leaf is special

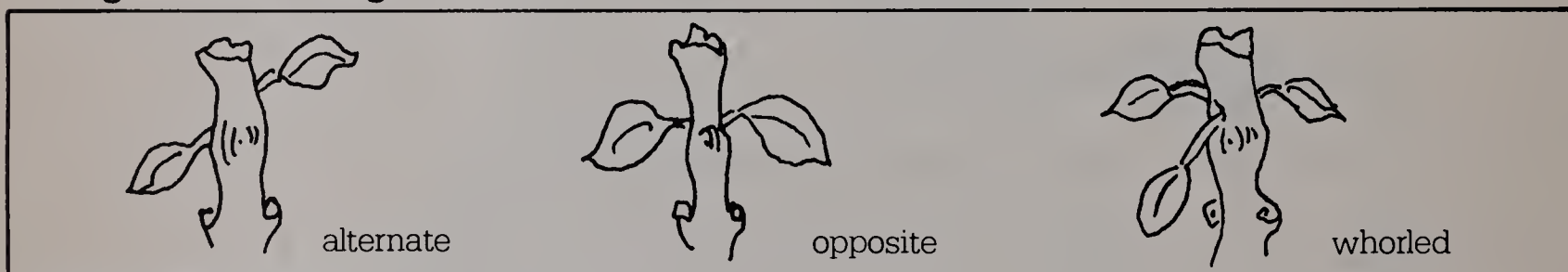
Have you ever thought about leaves? Leaf varieties are very different from one another. Still, they can be classified in groups.

Look at the illustrations below. Then collect five different kinds of leaves, iron them between waxed paper, and use the information below to classify them in the chart. A tree book will help you identify the tree that the leaf came from if you don't know the name already.

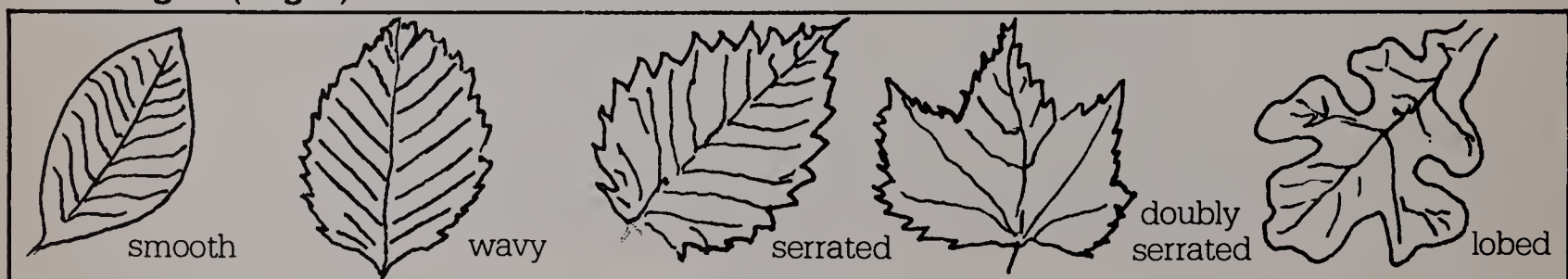
## Common leaf shapes



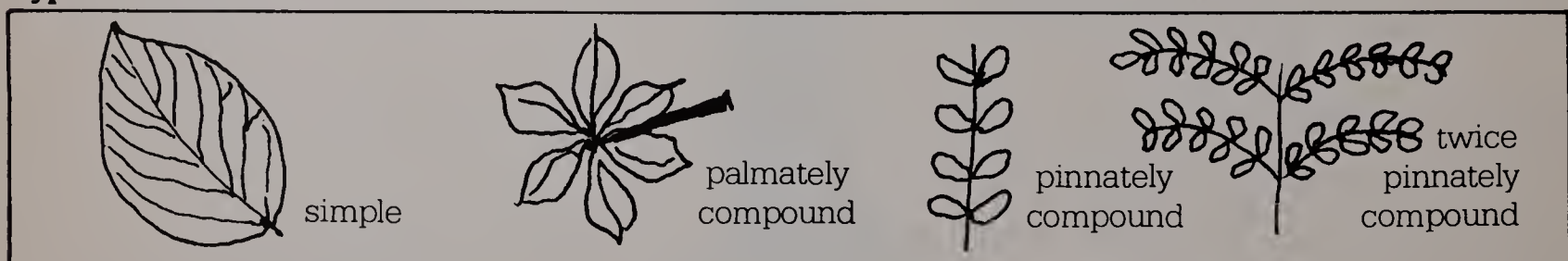
## Arrangement on a twig or branch



## Leaf margins (edges)



## Types of leaves



Look at the arrangement of the leaves on the stem too. Don't remove any branches from the trees. Take your book with you and just study the deciduous trees for now.

Samples (tree names)	Leaf shape	Leaf arrangement on the twig	Leaf margins	Type of leaves
○				
○				
○				
○				

# Tree talk

## Elm seed blizzard

Along about then, the middle of May,  
I say to myself: "any day ..."  
And I guess up there in the tall elm trees  
The leaves say something like "Listen, breeze:  
It's no good *whispering* stuff; just *blow*!  
There's a skyful of seed here set to go."  
And the breeze perks up  
And the seeds fly loose —  
Not hard like acorns, or cones like spruce —  
But tiny saucers without a cup,  
Till the air is full of their golden flutter  
On street and sidewalk, lawn and gutter;  
On windowsills, on doorsteps, mats;  
On coats and pants and skirts and hats;  
On people, dogs; in shoes, in cars;  
On roller-skates, on handlebars;  
On everything and everywhere;  
Pale flakes of gold with piles to spare.  
  
Well, a big wind comes and blows it all  
Up down the street in a golden wall.

David McCord

- 1. Personification has a built-in root word. Underline it. The entire word means "giving an object the quality of a person." What is personified in this poem?  
  
the leaves of the elm tree
- 2. How are these personified? What do they say?  
  
They talk to the wind and say, "Listen, breeze:  
  
It's no good *whispering* stuff; just *blow*."



3. Metaphors compare two things. What are seeds compared to in this poem?

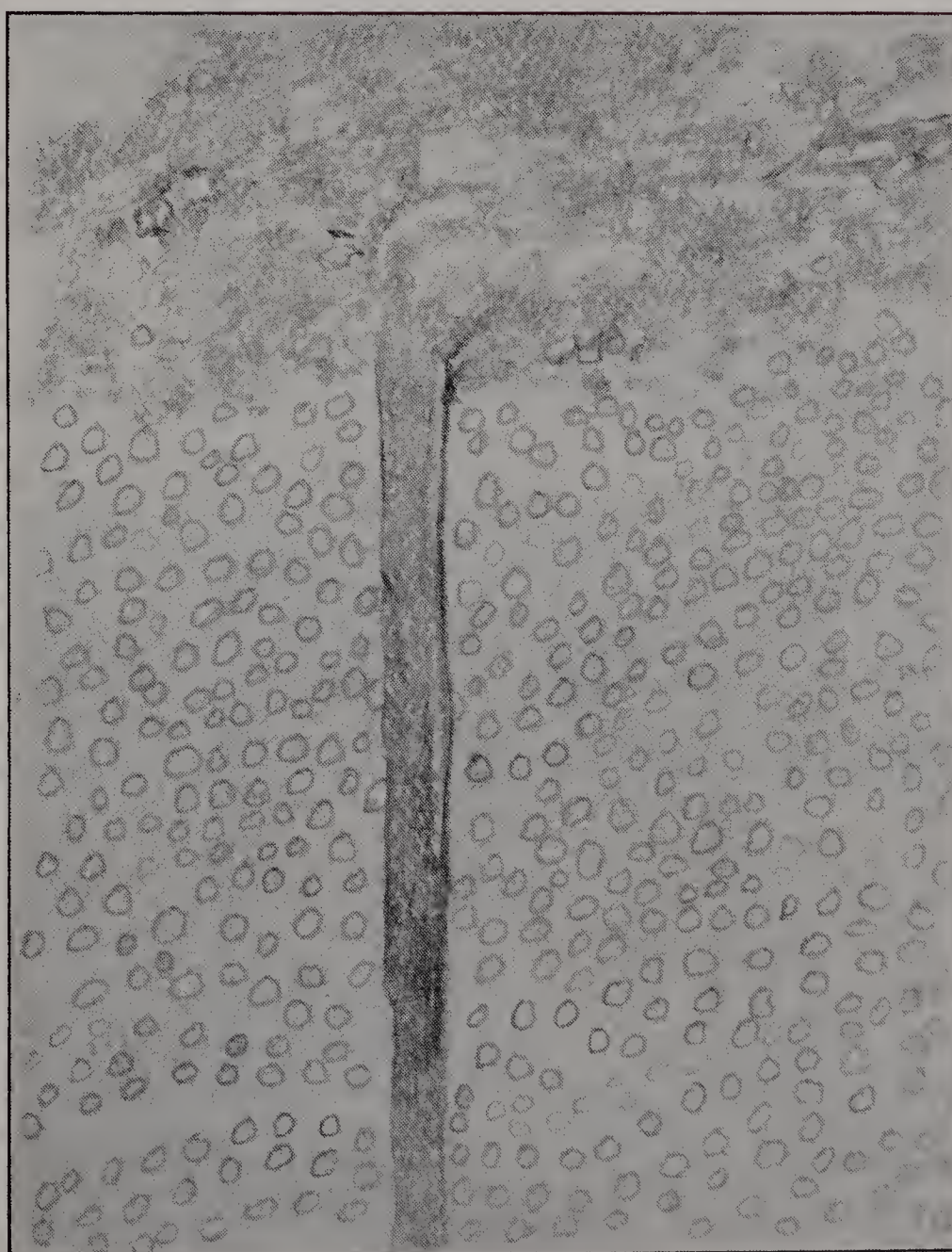
tiny saucers without a cup; pale flakes of gold; a golden wall

4. Write five examples of alliteration

middle of May; say something; skyful of seed; street and sidewalk; everything and everywhere

5. What is the mood of this poem? Answers will vary but will probably include such words as "happy"

and "joyful."



# Scrambled words

Read the sentences below. Use sentence clues and the clue below each sentence to help you unscramble the words. Write them on the lines provided.

1. Lisa . . . . . **gazed** . . . . . around the garden.

DAEGZ: stared, looked intently

2. "It is not," retorted Penny, still . . . . . **intent** . . . . . on her lilac leaf.

NNTIET: concentrating, looking carefully

3. The girls . . . . . **hastened** . . . . . to the library.

EDHSATEN: hurried, went rather quickly

4. This is really . **fascinating** . . . . .

FASATCINING: intriguing; interesting

5. As they watched, the butterflies rose gently . **in unison** . . . . .

IN/NNUIISO: together; at the same time

6. They . . . . . **hovered** . . . . . for a moment around the butterfly tree.

HEROVED: stayed in one place in the air




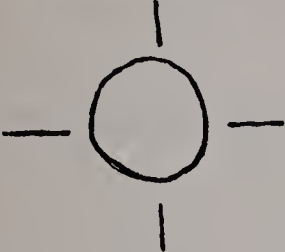



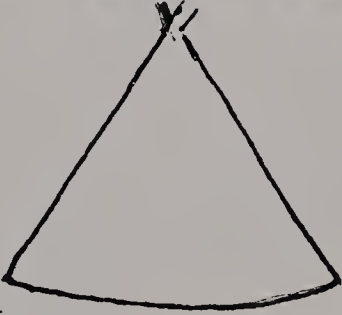








# Tell us a story

## Picture stories

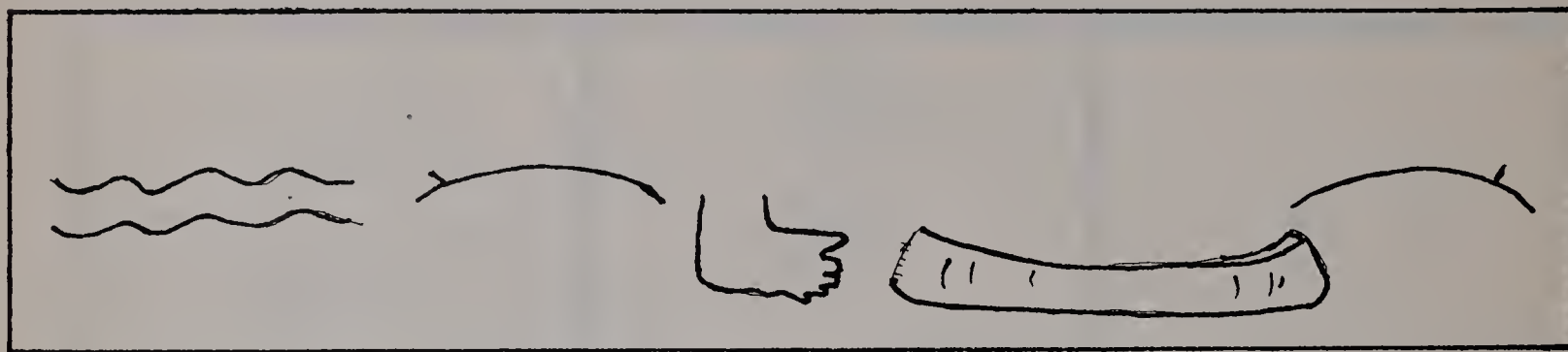
Long ago the Indians used picture language. Here is a short picture dictionary of symbols used by the Sioux ("soo") tribe.

		
walk	two nights	canoe
		
sun or day	talk	pipe
		
river	tipi	fire
		
named Crow	sunrise	sunset

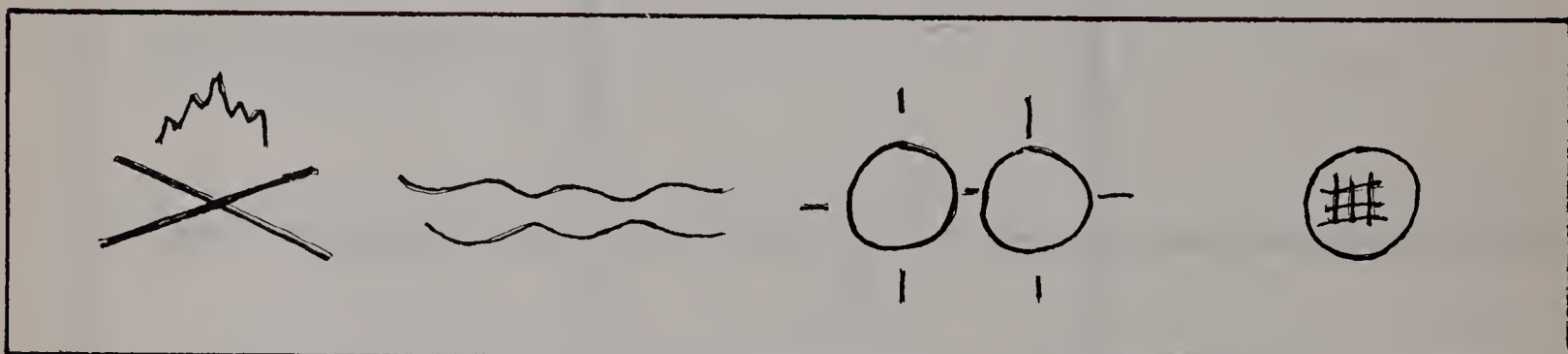
Read the following Sioux picture story. The members of the tribe could read it easily. Can you? Refer to the dictionary above. The first sentence has been done for you.



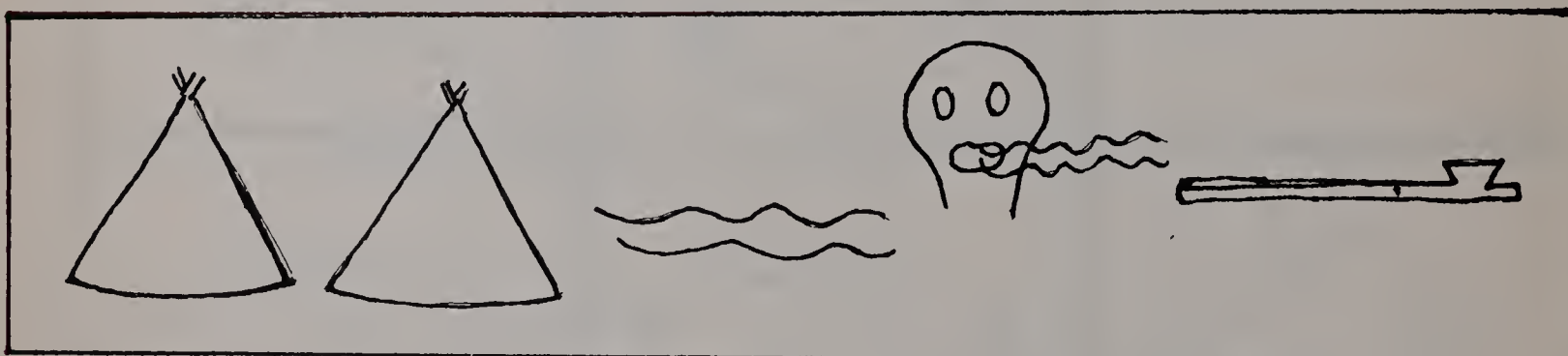
An Indian named Crow travelled by canoe for four nights.



He travelled up another river until sunrise and then walked with his canoe until sunset. ....



He camped by a river for two days and one night. ....



Finally, he came to two teepees near a river. He met some other Indians and they talked and smoked a pipe. ....

On a separate piece of paper, write a story in Indian picture language. Test your ideas on your friends.

# The snake with the big feet

Long ago, in that far-off happy time when the world was new, and there were no white people at all, only Indians and animals, there was a snake who was different from other snakes. He had feet — big feet. And the other snakes, because he was different, hated him, and made life wretched for him. Finally, they drove him away from the country where the snakes lived, saying, “A good long way from here live other ugly creatures with feet like yours. Go and live with them!” And the poor, unhappy Snake had to go away.

For days and days, he travelled. The weather grew cold, and food became hard to find. At last, exhausted, his feet cut and frost-bitten, he lay down on the bank of a river to die.

The Deer, E-se-ko-to-ye, looked out of a willow thicket, and saw the Snake lying on the river bank. Pitying him, the Deer took the Snake into his own lodge and gave him food and medicine for his bleeding feet.

The Deer told the Snake that there were indeed creatures with feet like his who would befriend him, but that some among these would be enemies whom it would be necessary to kill before he could reach safety.

He showed the Snake how to make a shelter for protection from the cold and taught him how to make moccasins of deerskin to protect his feet. And at dawn the Snake continued his journey.

The sun was far down the western sky, and it was bitter cold when the Snake made camp the next night. As he gathered boughs for a shelter, Kais-kap the porcupine appeared. Shivering, the Porcupine asked him, “Will you give me shelter in your lodge for the night?”

The Snake said, “It’s very little that I have, but you are welcome to share it.”

“I am grateful,” said Kais-kap, “and perhaps I can do something for you. Those are beautiful moccasins, brother, but they do not match your skin. Take some of my quills, and make a pattern on them, for good luck.” So they worked a pattern on the moccasins with the porcupine quills, and the Snake went on his way again.

As the Deer had told him, he met enemies. Three times he was challenged by hostile Indians, and three times he killed his adversaries.

At last he met an Indian who greeted him in a friendly manner. The Snake had no gifts for this kindly chief, so he gave him the moccasins. And that, so the Old Ones say, was how our people first learned to make moccasins of deerskin, and to ornament them with porcupine quills in patterns, like those on the back of a snake. And from that day on the Snake lived in the lodge of the chief, counted his coup of scalps with the warriors by the Council fire and, for a long time, was happy.

Skim the story to find the answers to these questions.

1. What was different about this snake?

. It had four big feet. ....

2. What did the other snakes do to him?

. They drove him away from the country. ....

3. Which animal befriended him first? What was its name?

. a deer named E-se-ko-to-ye. ....

4. What did E-se-ko-to-ye do to help the snake?

. He took him home and fed him and tended to his feet. ....

5. Who or what was the deer referring to in paragraph 4?

. Man — he was a two-footed enemy, other predators too. — perhaps bears, wolves, coyotes, foxes, hawks, eagles. Answers will vary. ....

6. Which animal did the snake meet next?

. a porcupine. ....

7. What did the snake do for the porcupine?

. He got shelter in the snake's house that night. ....

8. What is the moral of the story?

. If you help others, others will help you. Accept any valid answer. ....



## *My very good dear friends*

Below is a copy of a letter written by Chief Dan George in which he asks for respect for his people. Dan George, a chief from British Columbia, was both an actor and a spokesman for native North Americans. In the following letter, he sums up the feelings of the native peoples of the Americas.

My very good dear friends:

I was born in an age that loved the things of nature and gave them beautiful names like "Tessoualouit" instead of dried up names like "Stanley Park." I was born when people loved nature and spoke to it as though it had a soul. I can remember going up Indian River with my father when I was very young. I can remember him watching the sunlight fires on Mount Pe-Ne-Ne (Pa Na Na). I can remember him singing his thanks to it as he often did, singing the Indian word "thanks" very, very softly.

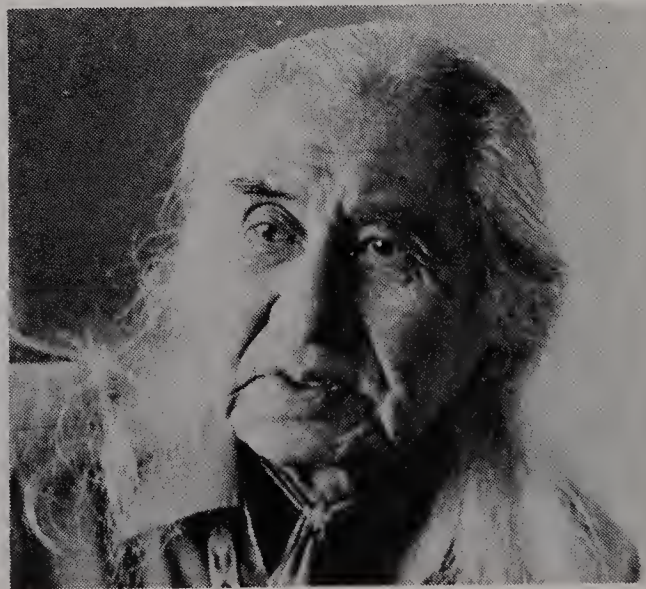
And the new people came, more and more people came, like a crushing, rushing wave they came, hurling the years aside. Suddenly I found myself a young man in the midst of the twentieth century.

I found myself and my people adrift in this new age but not a part of it, engulfed by its rushing tide but only as a captive eddy going round and round. On little reserves and plots of land we floated in a kind of grey unreality, ashamed of our culture which you ridiculed, unsure of who we were and where we were going, uncertain of our grip on the present, weak in our hope of the future....

I know that in your heart you wish you could help. I wonder if there is much you can do, and yet there is a lot you can do. When you meet my children, respect each one for what he is: a child and your brother. Maybe it all boils down to just that.

*Chief Dan George*

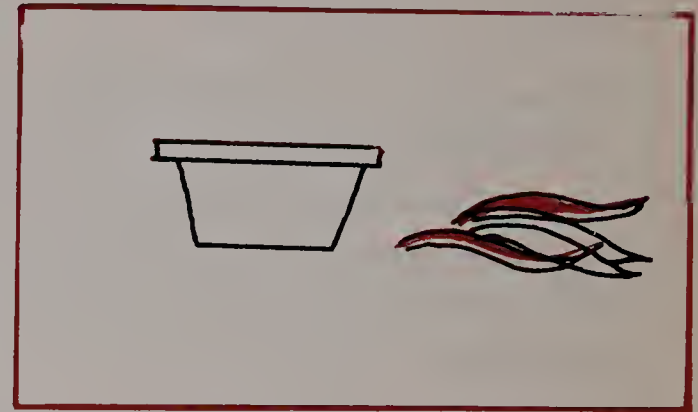
In his letter, Chief Dan George describes how things changed for the Indian people when the white man came. He uses very picturesque language. Underline the picturesque words in his letter.



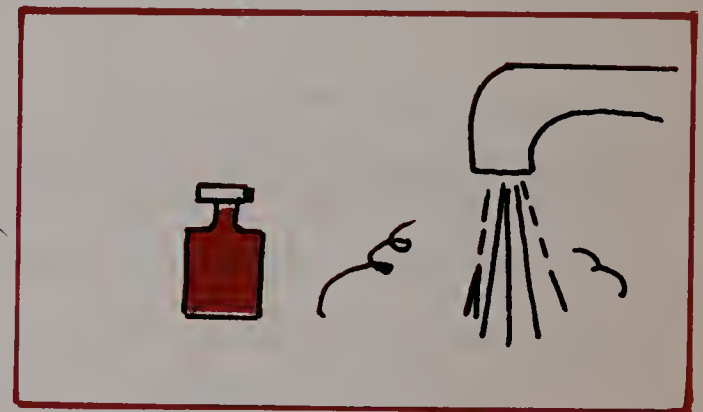
# Corn husk dolls

Making corn husk dolls is one Indian craft you can try. If you don't have corn husks, crepe paper will do. Corn husks can be collected from shucked corn in the fall. Save the husks and hang them over a string to dry them out first.

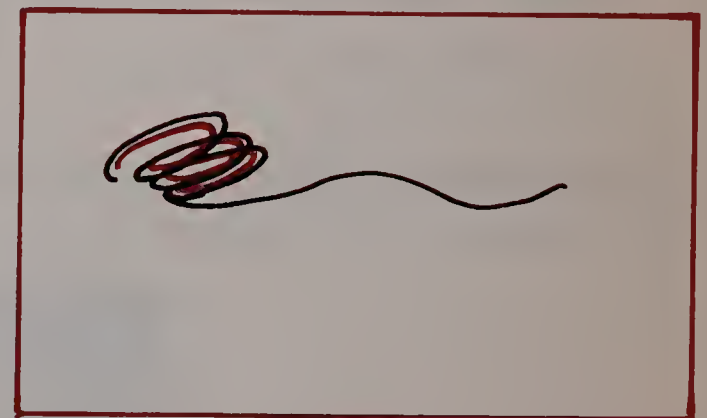
1. Prepare the husks by soaking them for a few minutes in lukewarm water so that they can be easily bent.



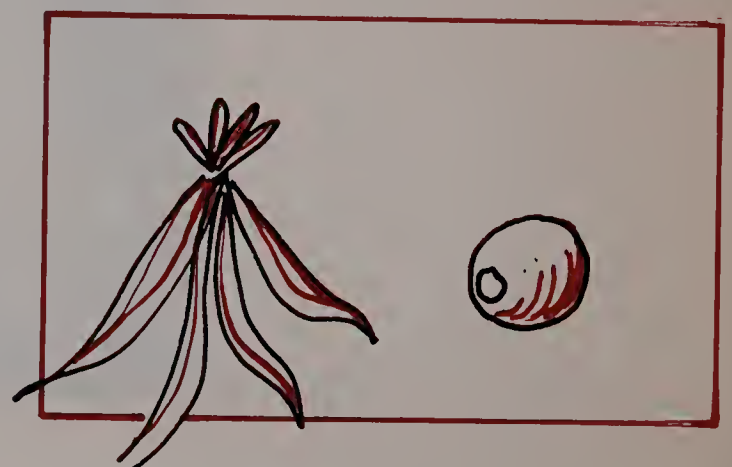
2. Dye them now if you wish. Use food coloring in the warm water.



3. Use thin wire for the doll's main frame, which needs to be rigid.

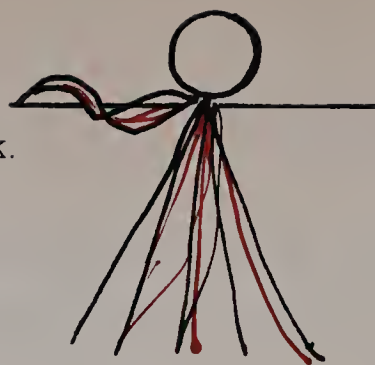


4. Gather tapered husks and taper them even more at the smaller end by twisting them. These should fit through a wooden bead.

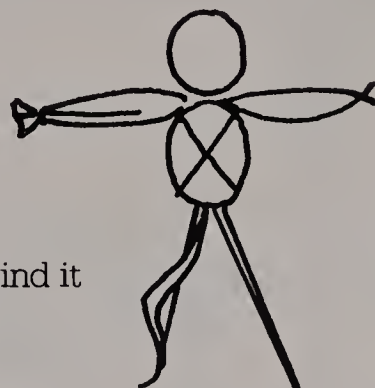
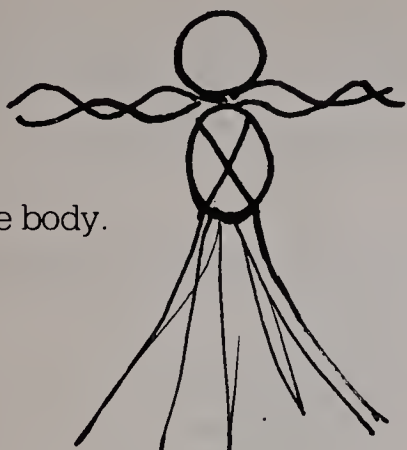




5. Use one strip of wire for the arms. Place it below the neck. Wrap the husks around the wire and bind them with husk threads that you can strip off a husk.



6. Bind the body.



7. Insert wire for the legs. Bend it after you bind it with husks, just like you bound the arms.

8. Clothes: Skirts — tie husks around the waist and bind with husk thread. Tie.

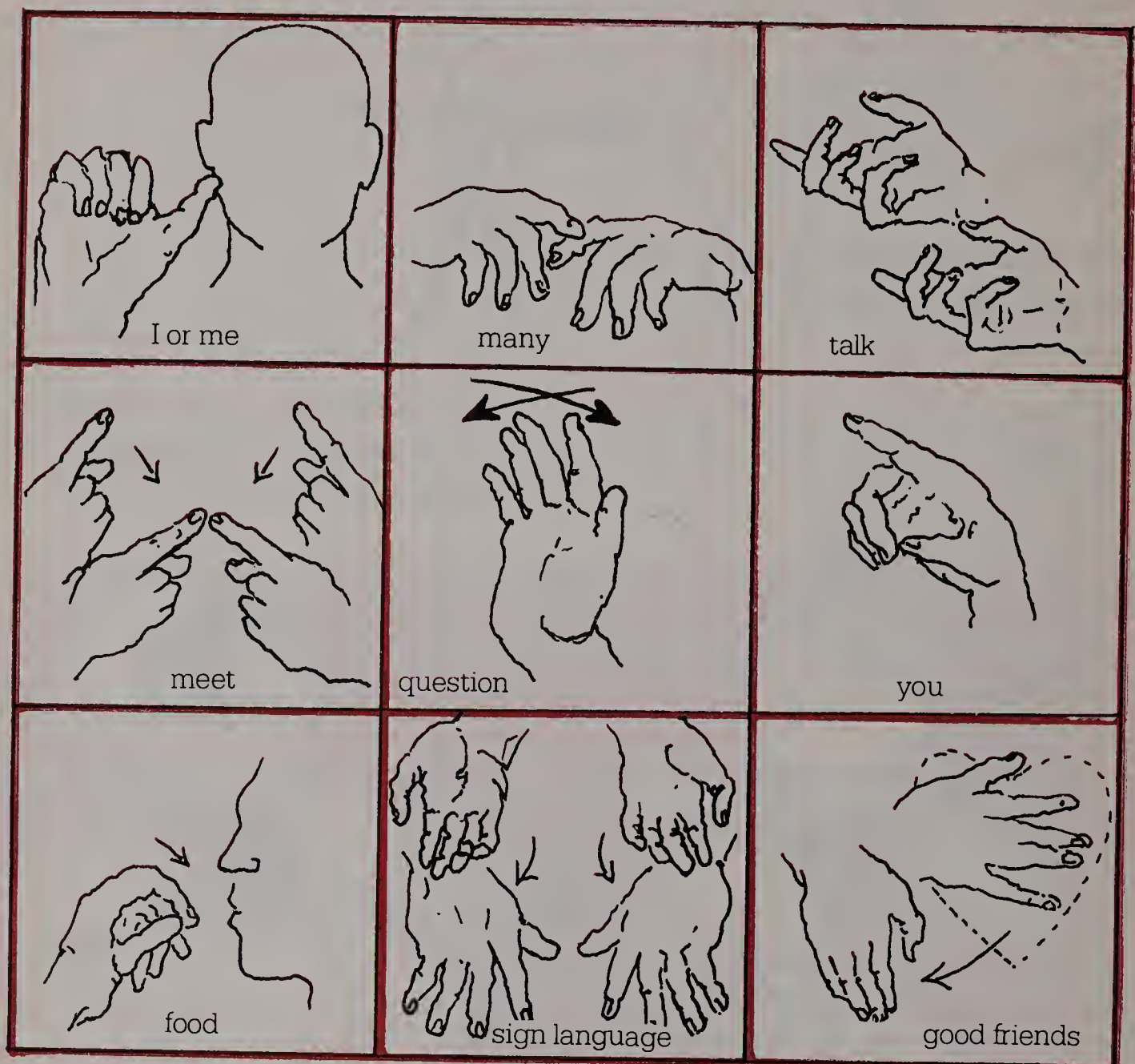
Pants and sleeves — attach 2 husks in front and back of the knee or elbow with husk thread. Fold up and tie to the body.





# Wild bird

Did you know that you can paint pictures using hand gestures? The story "Wild Bird" on page 171 of your textbook is about one Indian who is used to the old ways and another who wants to use new ways. Grandfather would have liked to pass on the tradition of using the Indian sign language. Learn these symbols:



Can you say these sentences? Use the guide.

1. I will meet you and your good friend to talk about food.
2. You must talk to me about that question.
3. Did you meet your good friend and talk?
4. I use sign language. I talk to you as a good friend. Meet me for food, good friend.

# Words that are the same

These sentences are found in "Wild Bird" on page 171 of your textbook. Choose a synonym for the underlined word and write it on the line provided. Select the synonyms from the words in this box:

- |         |              |            |
|---------|--------------|------------|
| quickly | stove        | devour     |
| oven    | near         | famished   |
| away    | destructured | cautiously |
| nearby  | devoured     | starving   |
| secures | constructed  | places     |

1. First on our little burner,  
my grandfather makes coffee. stove .....
2. We finish our oatmeal. devour .....
3. We always open the cans carefully. cautiously .....
4. Tonight we will be hungry after our walk. famished .....
5. I walk close beside him. near .....
6. We stop to see a building being built. constructed .....
7. He puts the bird on the window ledge. places .....

# Nanabush and the chipmunk

The Ojibway Indians tell stories about a giant spirit named Nanabush. He can turn himself into anything. His people worship and love him. This is a story that grandfather in "Wild Bird" might have passed on to his grandson.

Many hundreds of years ago, the animals, birds, and insects were in serious trouble.

"We must all get together and try to plan some way to stop Man from killing so many of us," they said to each other.

A council of war was called, and all the animals, birds, and insects in the world came.

"Man is becoming selfish and greedy, killing many more of us than is necessary for food and clothing," they all agreed.

"But what can we do to stop him?" asked the bear. "Man has such powerful bows and arrows and war clubs and he is very smart."

"Perhaps you can win a war against Man," said the insects. "That is, you may win if we do most of the fighting for you."

"Ha, ha, ha!" laughed all the birds and animals. "How could weak little insects like you help us?"

"We can spread sickness and disease to Man," replied the insects. "Don't laugh too soon. Give us a chance and we will show you just how powerful we insects can be in our own way."

"What have we got to lose?" spoke up the fox. "Let's give the insects a chance. Perhaps they are strong in their own way. Perhaps they can save us!"

"Yes, yes," agreed all the animals and birds. "Perhaps the insects can save us from Man."

"Go, insects. Go with our blessing," said the bear. And away the flies and mosquitoes flew to look for the wigwams where Man lived.

For many months the mosquitoes spent every spare moment of their time biting Man. The flies kept walking all over Man's food.

People became sick, and many were dying. "What is making us so sick?" they asked each other.

"And why are the mosquitoes and flies so much worse this year?"

Now, while all this was happening, Nanabush, the Spirit, was returning from a long journey.

"How nice it will be to see my people," Nanabush thought as he came closer to home.

But when he arrived, he was terribly alarmed at what he saw. "What is happening?" he asked. "Why are so many of you sick and dying?"



"We don't really know," replied his people. "All we know is that soon none of us will be left. The insects are very bad this year. Perhaps they are making us sick."

Nanabush realized that in order to save his people, something had to be done, and done quickly. He decided to look up his friend the chipmunk.

"Friend Chipmunk," asked Nanabush, "why are my people sick and dying?"

"I cannot lie to you, Nanabush," replied the chipmunk. "The insects have joined the animals in a war against Man, because Man was destroying the animals."

"Why do you tell me this?" asked Nanabush.

"Because I feel this war has gone on long enough," replied the chipmunk. "I always liked Man. And if Man has learned his lesson, I can give you a secret that will save your people from the insects."

"Please tell me anything you know that will help save my people," pleaded Nanabush.

"Wait here," said the chipmunk, and he quickly scampered away, gathering up certain roots and herbs in the forest. The chipmunk brought these to Nanabush and said, "Tell your people to boil these to make a tea, and to drink some of it every day. Soon your people will be well."

"Thank you very much, Chipmunk," said Nanabush. He quickly ran to the wigwams where his people lived, and shared the chipmunk's secret.

Within a few days, Nanabush's people started to get better. As time went by, no one became sick from the flies and the mosquitoes.

The animals in the forest found out that the chipmunk had told Nanabush how to stop the disease, and they were terribly angry.

"We must kill the chipmunk for being friendly to Man," they decided.

When they found the chipmunk, they pounced on him. The chipmunk managed to escape, but his back was cut from the animals' claws.

Nanabush was very happy that his people were saved, and he decided to find his friend the chipmunk to thank him. He found the little animal in a tree, trembling, with blood oozing from the claw marks on his back. When Nanabush learned what had happened to his friend, he decided that the chipmunk must be rewarded for his loyalty to Man.

"My friend Chipmunk," said Nanabush, "because you cared enough about my people, even though they were not always good, and because you saved them, I am going to reward you. All of your children from now on, and your children's children, and all other chipmunks in the world will have claw marks on their backs to remind us all of your loyalty to Man."

This is the reason that chipmunks have stripes on their backs. This also explains why chipmunks have always been friends of Man, and like to live close to people.

Skim the story to answer these questions.

1. What animals were personified?

birds and insects

2. What or who did the animals fear? man

3. Why did the animals laugh at the insects?

they thought they were weak

4. How did the mosquitoes help fight man?

by biting him

5. Who returned home at this time?

Nanabush

6. What did Nanabush find?

sick people

7. Who did Nanabush seek to help him?

chipmunk

8. What was the chipmunk's cure for the ills of Nanabush's people?

a tea from roots and herbs

9. What did the animals do when they found that the chipmunk had betrayed them?

pounced on him and clawed his back

10. What did Nanabush do to reward the chipmunk?

He declared that from then on all chipmunks would have claw marks on their backs to symbolize loyalty to man.

# What's a hero?

## I have an idea!

Here are some ideas and inventions of Canadians. Look at the chart below to find out who created the inventions and when.

Date	Inventor	Invention
1930	Dr. Drake   Dr. Brown Dr. Tisdale	Pablum
1929	Dr. Archibald   Huntsman	frozen fish fillets
1968	Richard Keefer	Keefer Battery (even runs on garbage)
1937	John Gower	The Jiger (first all-terrain vehicle)
1940	Norman Breakey	paint roller
1838	Charles Fenerty	first usable newsprint
1966	Roland Garbaneau	computerized braille





# Reviewing the dictionary

How much do you know about using the dictionary? Look at this section taken from the top of a dictionary page and then answer the questions about it.

**head-on** (hed'on/) with the head or front first: *The two cars were involved in a head-on collision.* *The two mountain goats clashed head-on.* *adj., adv.*

**head-phone** (hed'fōn/) a telephone or radio receiver held on the head, against the ears. *n.*

**head-quar-ters** (hed'kwōr'tərz) 1 in the armed forces, the place where the commander in chief or the officer in charge lives or has his office; the place from which orders are sent out. 2 the main office; the centre of operations or of authority: *The headquarters of the Canadian Red Cross Society are in Toronto.* *n. pl. or sing.*

**head-stall** (hed'stol' or hed'stōl') the part of a bridle or halter that fits over a horse's head. See **bridle** for picture. *n.*

**head start** 1 an advantage or lead allowed someone at the beginning of a race: *The smaller boy was given a head start.* 2 an advantage gained by beginning something before somebody else: *That team is playing better hockey than we are because they had a head start in practising.*

**head-strong** (hed'strong') rashly or foolishly determined to have one's own way; hard to control or manage; obstinate. *adj.*

**head-wa-ters** (hed'wō'tərz or hed'wō'tərz) the sources or upper parts of a river. *n. pl.*

**head-way** (hed'wā') 1 forward motion: *The ship could make no headway against the strong wind and tide.* 2 progress with work, etc. 3 clear space, such as in a doorway or under an arch. *n.*

**heal** (hēl) 1 make well; bring back to health; cure. 2 grow well; become well: *His cut finger healed in a few days.* *v.*

☞ **Heal, heel, and he'll** are pronounced the same.

**health** (helth) 1 the state of being well or not sick; freedom from illness of any kind. 2 the condition of the body: *good health, poor health.* 3 a toast drunk in honor of a person with a wish that he may be healthy and happy: *We all drank a health to the bride.* *n.*

**health-ful** (helth'fəl) giving health; good for the health: *a healthful diet, healthful exercise.* *adj.*

☞ In formal English, a distinction is usually made between **healthful**, meaning 'giving health,' and **healthy**, meaning 'having good health.' Places and food are **healthful**; people and animals are **healthy**.

**health-y** (hel'thē) 1 having good health: *a healthy baby.* 2 giving health; good for the health. *adj., health-i-er, health-i-est.*

☞ See note at **healthful**.

## head-on

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## hearth

hat, āge, fār; let, ēqual, tērm; it, īce  
hot, ōpen, ōrder; oil, out; cup, pūt, rüle  
ābove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th, thin; ƳH, then; zh, measure

☞ **Hear and here** are pronounced the same.

**heard** (hērd) See **hear**. *I heard the noise.* *The gun was heard two kilometres away.* *v.*

☞ **Heard and herd** are pronounced the same.

**hear-ing** (hēr'ing) 1 the power to hear; the sense by which sound is perceived: *The old man's hearing was so poor that he did not know the telephone had rung.*

2 the act or process of perceiving sound: *Hearing the good news made him happy.* 3 a chance to be heard: *The judge gave both sides a hearing.* 4 the distance that a sound can be heard: *to talk freely in the hearing of others.* *Mother stays within hearing of the baby.* *n.*

**heark-en** (här'kən) listen. *v.*

**hear-say** (hēr'sā') common talk; gossip. *n.*

**hearse** (hērs) a vehicle, usually an automobile, used in funerals to carry the coffin. *n.*

**heart** (härt) 1 the part of the body that pumps the blood. 2 the feelings; the mind or the soul: *She has a kind heart.* 3 the centre or seat of human feelings and ideals: *Her heart was filled with pride when her son won the medal.* 4 love; deep affection: *She gave her heart to Daddy.* 5 courage; enthusiasm: *The losing team showed plenty of heart.* 6 the middle or centre: *the heart of the forest.* 7 the main or most important part: *the very heart of the matter.* 8 a figure shaped like a heart: *There was a big, red heart on the front of the valentine card.* 9 a playing card marked with one or more red heart-shaped designs on it. 10 **hearts, pl.** a the suit of such playing cards. b a game in which players try to get rid of cards of this suit. *n.*

**after one's own heart**, just as one likes it; pleasing one perfectly.

**at heart**, in one's deepest thoughts or feelings: *He is kind at heart, though he appears to be gruff.*

**break the heart of**, crush with sorrow or grief.

**by heart**, a by memory. b from memory.

**learn by heart**, memorize: *She learned the poem by heart.*

**take heart**, be encouraged.

**take to heart**, think seriously about: *He took his father's advice to heart.*

1. What do the two guide words at the top tell you? .....  
the first and last words on the page. ....  
.....
2. Would "heap" be found on this dictionary page? Why or why not?  
Yes, it comes after "healthy" and before "heard." .....  
.....
3. Would "heel" be found on this page? Why or why not?  
No, it comes after "hearth." .....  
.....
4. What do the respellings in brackets after each word entry tell you?  
how to pronounce the words. ....  
.....
5. Why are some entry words broken into sections like "heart broken"?  
because they contain more than one syllable. ....  
.....
6. How many meanings are given for the word "heart"?  
10. ....  
.....
7. What is the fourth meaning for the word "heart"? love; deep affection .....  
.....
8. How are the words in a dictionary arranged? alphabetically .....

Put the list following into alphabetical order. Will you look at the first, second, third, or fourth letters of the words as you arrange them?



brief . . . briar . . . . .

brig . . . bridge . . . . .

bridge . . . bridle . . . . .

briar . . . brief . . . . .

briefly . . . briefly . . . . .

bridle . . . brig . . . . .

Two handy rules to remember about alphabetizing words are:

1. An abbreviation is usually alphabetized as if it were a word. For example, the abbreviation St. is treated as if it were the word it stands for — Saint.
2. Hyphens and spaces in compound words are ignored in alphabetizing. For example, “cabinet minister” is listed as though it were one word.

Use these rules to help you alphabetize the lists below.

by-path . . . ~~by-and-by~~ . . . . .

by-and-by . . . ~~bye-bye~~ . . . . .

bystander . . . ~~bygone~~ . . . . .

by-law . . . ~~by-law~~ . . . . .

bygone . . . ~~by-path~~ . . . . .

bye-bye . . . ~~bystander~~ . . . . .

Saint John . . . ~~Mr.~~ . . . . .

St. Catherines . . . ~~Mt. Everest~~ . . . . .

St. Clair . . . ~~Mystery~~ . . . . .

Mystery . . . ~~St. Clair~~ . . . . .

Mt. Everest . . . ~~St. Catherines~~ . . . . .

Mr. . . . ~~Saint John~~ . . . . .

## Sound-alike words

Read the sentences below. Some words are underlined. On the line after each sentence, write a homonym for that underlined word. For example their and there and blue and blew are homonyms. Then use the homonyms in sentences of your own at the end of the exercise.

1. A New Brunswick game warden on a gale-whipped night in 1963 was twice lowered down the rugged cliff. *Gail . knight* .....

2. Why did the game warden agree to this? . *two, too* .....

3. The man was standing there on a very steep ledge. *their, they're* .....

4. His own life was in great danger. *grate* .....

5. He vowed he would not go down! . *wood* .....

6. Bagley found the man in the nick of time. *thyme* .....

1. . *Answers will vary* .....

2. ....

3. ....

4. ....

5. ....

6. ....

# His brother's keeper

Have you ever received an award? Could you design one for someone else? Design a special award for Mr. Bagley who rescued a man off Grand Manan Island in ‘His Brother’s Keeper’ on page 190 in your textbook. Think of your content, script, and layout before you begin.





# Olympic origins

Do you know where our modern athletic competitions, like our Olympics, originated? Read the following article to find out more about this world competition.

You've probably seen Olympic events on television. There is a winter Olympics and a summer Olympics. Both were named after the original Greek contests that took place near Olympia, Greece, nearly three thousand years ago.

The first Olympics were only foot races called marathons, but they became so popular that other events were added. Winners won olive or laurel head wreaths and great respect. Sometimes winners did not have to pay taxes for the rest of their lives.

As the years passed and the Romans ruled the Greeks, the Olympics became less and less important until it was nothing more than a circus. Entertainers performed and the athletes were no longer esteemed. Finally they stopped participating altogether.

In 1894, a Frenchman, Baron Pierre de Coubertin, planned an Olympic revival. Amateur athletes were invited to the first modern Olympics in 1896 at Athens, Greece. The modern-day excitement of world Olympics had begun. The most difficult single contest still remains the decathlon — ten track and field events in a two-day period! The winner of the decathlon is the world's most outstanding athlete.

1. Should the Olympics be held in Greece every year as it was originally? Why?

Answers will vary. ....  
.....  
.....  
.....

2. What is your favorite event? . Answers will vary. ....

3. Who is your hero? Your mother's? Your father's? Ask them. Answers will vary. ....

.....

4. If you were organizing a school olympics, what events would you include or create? List five below.

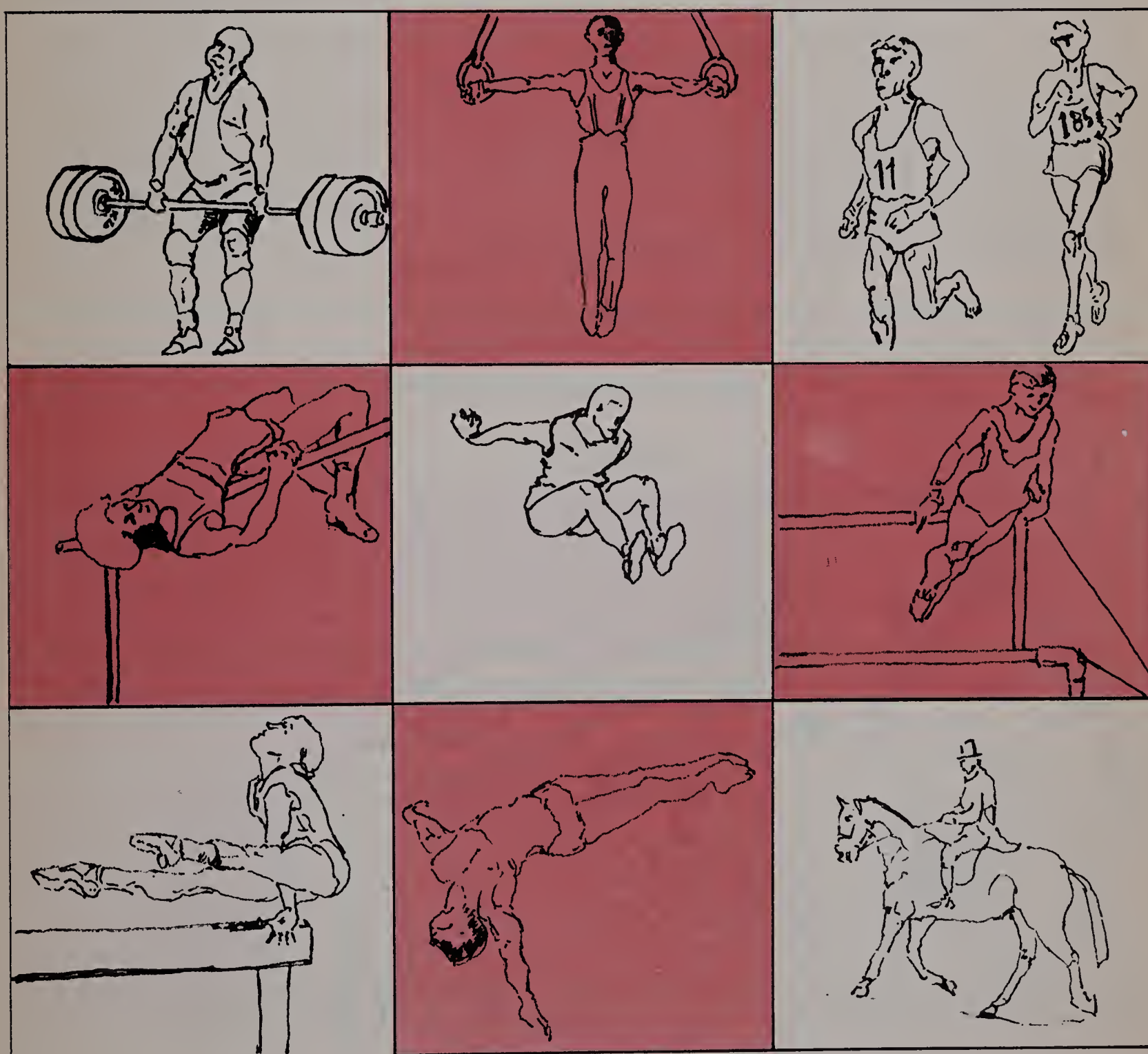
- a) . Answers will vary. ....

- b) .....
- c) .....
- d) .....
- e) .....

5. Why weren't the first modern Olympics held in France?

Baron Pierre de Coubertin wanted to respect tradition, .....

Identify these Olympic events:



# Root words

Look at each underlined word in the sentences below. Use that word as a root word to fill in the other blanks. Add prefixes and suffixes if you need to.

1. "That sign will have to go, dearie. Things have changed."

a) Mother put her . . . . . signature . . . . . at the bottom of the letter.

b) Did you . . . . . design . . . . . that poster?

c) Is your father a car . designer . . . . . ?

d) He . . . . . signs . . . . . his name "Jim Blox."

e) The king wore a . . . . . signet . . . . . ring on his finger.

2. "I'm prepared for anything," she says.

a) After all my . . . . . preparation . . . . . the party was a flop.

b) Did you . . . . . prepare . . . . . your parents for the bad news?

c) Is she . . . . . preparing . . . . . to make that a one-hour speech?

d) Father always . . . . . prepares . . . . . his own lunch.





# An author tells about feelings

In order for a reader to really understand a fictional character, he must know how that character feels about the things that happen to him or her in the story. A good author gives the reader many clues to the feelings of his characters.

As you read this selection called "Elizabeth Ann Fails in an Examination," think about how the feelings of the characters are shown.

Something perfectly dreadful had happened in school that day. The Superintendent, the all-important, seldom-seen Superintendent, came to visit the school, and the children were given some examinations so he could see how they were getting on.

Now, you know what an examination did to Elizabeth Ann. Or haven't I told you yet?

Well, if I haven't, it's because words fail me. If there is anything horrid that an examination didn't do to Elizabeth Ann, I have yet to hear of it. It began years ago, before ever she went to school, when she heard Aunt Frances talking about how she had dreaded examinations when she was a child, and how they dried up her mouth and made her ears ring and her head ache and her knees get all weak and her mind a perfect blank, so that she didn't know what two and two made. Of course Elizabeth Ann didn't feel all those things right off at her first examination, but by the time she had had several and rushed to tell Aunt Frances about how awful they were and the two of them had sympathized with one another and compared symptoms and then wept about her resulting low marks, why, she not only had all the symptoms Aunt Frances ever had, but a good many more of her own invention.

Well, she had had them all and had them hard this afternoon when the Superintendent was there. Her mouth had gone dry and her knees had shaken and her elbows had felt as though they had no more bones in them than so much jelly and her eyes had smarted, and oh, what answers she had made! That dreadful, tight panic had clutched at her throat whenever the Superintendent had looked at her, and she had disgraced herself ten times over. She went hot and cold to think of it, and felt quite sick with hurt vanity. She who did so well every day and was so much looked up to by her classmates, what must they be thinking of her! To tell the truth, she had been crying as she walked along through the woods, because she was so sorry for herself. Her eyes were all red still, and her throat sore from the big lump in it.

And now she would live it all over again as she told the Putney cousins. For of course they must be told. She had always told Aunt Frances everything that happened in school. It happened that Aunt Abigail had been taking a nap when she got home from school, and so she had come out to the sap house, where Cousin Ann and Uncle Henry were making syrup, to have it over with as soon as possible. She went up to the little sap house now, dragging her feet and hanging her head, and opened the door. Cousin Ann, in a very short old skirt and a man's coat and high rubber boots, was just poking some more wood into the big fire, which blazed furiously under the broad, flat pan where the sap was boiling. The rough, brown hut was filled with white steam and that sweetest of all

odors, hot maple syrup. Cousin Ann turned her head, her face red with the heat of the fire, and nodded at the child.

"Hello, Betsy, you're just in time. I've saved out a cupful of hot syrup for you, all ready to wax."

Betsy hardly heard this, although she had been wild about waxed sugar on snow ever since her very first taste of it. "Cousin Ann," she said unhappily, "the Superintendent visited our school this afternoon."

"Did he?" said Cousin Ann, dipping a thermometer into the boiling syrup.

"Yes, and we had examinations!" said Betsy.

"Did you?" said Cousin Ann, holding the thermometer up to the light and looking at it.

"And you know how perfectly awful examinations make you feel," said Betsy, very near to tears again.

"Why, no," said Cousin Ann, sorting over syrup tins. "They never made me feel awful. I thought they were sort of fun."

"Fun!" cried Betsy indignantly, staring through the beginnings of her tears.

"Why, yes. Like taking a dare, don't you know? Somebody stumps you to jump off the hitching post, and you do it to show'em. I always used to think examinations were like that. Somebody stumps you to spell 'pneumonia,' and you do it to show'em. Here's your cup of syrup. You'd better go right out and wax it while it's hot."

Elizabeth Ann automatically took the cup in her hand, but she did not look at it. "But supposing you get so scared you can't spell 'pneumonia' or anything else!" she said feelingly. "That's what happened to me. You know how your mouth gets all dry and your knees..." She stopped. Cousin Ann had said she did not know all about those things. "Well, anyhow, I got so scared I could hardly stand up! And I made the most awful mistakes — things I know perfectly well! I spelled 'doubt' without any b and 'separate' with an e, and I said Iowa was bounded on the north by Wisconsin, and I..."

"Oh, well," said Cousin Ann, "it doesn't matter, if you really know the right answers, does it? That's the important thing."

This was an idea which had never in all her life entered Betsy's brain and she did not take it in now. She only shook her head miserably and went on in a doleful tone, "And I said thirteen and eight are twenty-two! And I wrote March without any capital M, and I..."

"Look here, Betsy, do you want to tell me all this?" Cousin Ann spoke in the quick, ringing voice she used once in a while, which made everybody, from old Shep up, open his eyes and get his wits about him. Betsy gathered hers and thought hard. Then she came to an unexpected conclusion. No, she didn't really want to tell Cousin Ann all about it. Why was she doing it? Because she thought that was the thing to do. "Because if you don't really want to," went on Cousin Ann, "I don't see that it's doing anybody any good. I guess Hemlock Mountain will still stand right there just the same, even if you did



forget to put a b in 'doubt.' And your syrup will be too cool to wax right if you don't take it out pretty soon.'"

She turned back to stoke the fire, and Elizabeth Ann, in a daze, found herself walking out the door. It fell shut after her, and there she was under the clear, pale blue sky, with the sun just hovering over the rim of Hemlock Mountain. She looked up at the big mountains, all blue and silver with shadows and snow, and wondered what in the world Cousin Ann had meant. Of course Hemlock Mountain would stand there just the same. But what of it? What did that have to do with her arithmetic, with anything? She had failed her examination, hadn't she?

from *Understood Betsy* by Dorothy Canfield Fisher

1. Why were the children being given examinations? . The Superintendent wanted to see how they were .  
. getting on. . . . .
2. Tell how Elizabeth Ann felt about examinations. . She felt very nervous — her mouth felt dry, her knees .  
. shook, and her elbows felt as if they had jelly in them. . . . .
3. Who might be partly responsible for the way Elizabeth Ann feels? Why? . Aunt Frances might be . . . . .  
. responsible because she had told Elizabeth Ann how frightening they were from the time before she . . . .  
. went to school. . . . .
4. What things happened to Elizabeth Ann during the examination because of her strong feelings? . . . . .  
. She had given wrong answers, she had felt panic-stricken whenever the Superintendent looked at her, . . .  
. and she had disgraced herself. . . . .
5. What were some of Elizabeth Ann's mistakes? Did she really know the right answers?  
. She spelled "doubt" without a "b" and "separate" with an "e" and said Iowa was bounded on the north .  
. by Wisconsin. . . . .  
. . . . .  
. . . . .



6. What did Cousin Ann do while Elizabeth Ann told her the bad news about the examination? How did Cousin Ann's actions show her feelings?

She kept on boiling the syrup. Her actions showed that she felt that examinations were not really . . . . .  
important. . . . .  
. . . . .

7. What did Cousin Ann mean when she said that Hemlock Mountain would stand there just the same even though Elizabeth Ann had failed her examination?

She meant that the examination was not as important as Elizabeth Ann made it seem. . . . .  
. . . . .  
. . . . .

8. What do you think Aunt Frances would have said to Elizabeth Ann about the bad news? Why?

She would probably have cried and sympathized because she didn't realize how much harm she was . . . . .  
doing when she talked with Elizabeth Ann about examinations. . . . .  
. . . . .  
. . . . .  
. . . . .  
. . . . .  
. . . . .  
. . . . .  
. . . . .

On a separate piece of paper, describe your feelings during a test or an examination. How do you feel when you know the answers? How do you feel when the questions are very hard? Are your feelings similar to Elizabeth Ann's? to Cousin Ann's?

# What’s special about today?

## Tim’s bad day gets better

Read the story “Tim’s Bad Day Gets Better” on page 230 of your textbook. These sentences from the story contain several abbreviations. Write the words that the abbreviations stand for on the line provided.

This was a 1.) Mon., and usually it was a bad day for Tim. He was tired when leaving for school in the first place, and his father left in a huff too. He went to Joe’s house and when his father, 2.) Dr. Betterwolz answered the door, he discovered that he was late. He dashed down Jane 3.) Ave., across Main 4.) St. to 5.) St. Michael’s School where he met the principal, 6.) Mr. Penner. What a person to meet after running two 7.) km at full pace.

- 1) . Monday . . . . .
- 2) . Doctor . . . . .
- 3) . Avenue . . . . .
- 4) . Street . . . . .
- 5) . Saint . . . . .
- 6) . Mister . . . . .
- 7) . kilometres . . . . .



# Do you have a nickname?

How do people get nicknames? There are as many answers as people's names. Some people don't mind a nickname, but others hate them. It is kind to respect people and not use nicknames if they upset people. Think about some nicknames. Look at the possible reasons given for the nicknames. Underline the answer or answers in each numbered examples.

1. Maybe Patrick Fitzgerald is called "Fitzie" because
  - a) that is a short version of his surname.
  - b) he wears baggy clothes.
  - c) he loves to fit keys in locks.
  - d) he loses his temper a lot.
  - e) he eats strawberries.
2. Maybe Maurice Ronald is called "Jaws" because
  - a) he talks constantly.
  - b) he tattles a lot.
  - c) he eats jawbreakers.
  - d) he saw the movie "Jaws" twelve times.
3. Maybe Michael John is called "Stilts" because
  - a) he plays basketball and admires Wilt Chamberlain.
  - b) he enjoys making kites.
  - c) he is tall and has long, thin legs.
  - d) he eats too much fruit.
  - e) he was born in Stiltson.







4. Maybe Robert Lawrence is called "Boats" because

- a) he loves to fish.
- b) he wears size 13 shoes.
- c) he owns two sailboats.
- d) he hates boats.
- e) he has curly hair.

5. Maybe James Edward is called "Red" because

- a) he drives a red truck.
- b) he has a red moustache.
- c) he always wears red socks.
- d) he likes red.
- e) he plays the guitar.

6. Maybe Theresa Mary is called "Muffin" because

- a) she eats muffins for breakfast.
- b) she hates eggs.
- c) she wants to visit Florida.
- d) she has black hair.
- e) she leaves crumbs everywhere when she eats bran muffins.

7. What nickname would you like to have? Why?

Answers will vary. ....



# It's holiday time

Think about what you will be doing this summer during your vacation. Imagine that your parents have offered you the chance to go to one of the three holiday camps on these pages.

Read the advertisement for each camp and then fill out this chart.

Name of camp	What I like best about this camp	What I like least about this camp
1. .... Answers will vary. .....	..... ..... .....	..... ..... .....
2. .... .....	..... ..... .....	..... ..... .....
3. .... .....	..... ..... .....	..... ..... .....

On a separate piece of paper tell which holiday camp you would choose to go to and why.

## Water Wonderland fun

Do you love water like a fish? Then this is the holiday for you! We offer fun in the water and sun for three glorious weeks.

You will be able to take lessons in swimming, diving, snorkeling, canoeing, sailing, water-skiing. We are fully equipped and all water gear is available to our campers along with expert supervision. For fun in, over, and under the water, this is the place to be!

Meals are served to our guests in the deluxe dining room. Sleeping quarters are in cabins right on the beach. And what a beach!! Clean, white sand and sparkling, blue waters.

So pack your towels and bathing suits, kids, and come down to our Water Wonderland. For further information, write Water Wonderland Box 999, Balmy Beach, British Columbia.



## WILDERNESS SURVIVAL VACATION

Kids, if you want to get back to nature for a few weeks this summer, our Wilderness Survival Vacation package is for you! we offer:

- three weeks of camping in the woods
- canoe trips and hiking
- nature lore and wildlife study
- living-off-the-land nature cookery



Campers will be taught about wilderness survival — how to start a fire without matches, common edible plants of the area, following trails, etc. Experienced guides and nature experts will be your teachers and friends for this experience.

Campers will cook and clean up for themselves — everyone will be part of the team. This is not your average summer camp. It is for kids who are ecology-minded and willing to rough it. But you can be sure that there will be lots of fun along the way!!

Places are limited — so register now. Call this number for further information: Wilderness Survival Director, Sam Hardy, 789-432-816.

## SUMMER VACATION FUN

Kids, do you find yourself getting bored during those long days of summer vacation? Are you always asking yourself, "What can I do now?" If your answer to these questions is "Yes," then this is the camp for you!

Every day from eight in the morning to six at night we offer activities that will be sure to please any boy or girl. Do you want to learn to build a giant kite? Do you want to make some pottery? Do you like active sports? At our camp you can do all these and more.

So say good-bye to the summertime blues and join the fun at Sooper-Dooper Day Camp. Each session lasts for three weeks. Register now by calling, 1-111-11-11115.





# Let's learn about more festivals

You have learned about many Canadian Festivals in "Let's Celebrate." Read these selections about other festivals and frolics celebrated around the world.

**Valentine's Day, February 14.** For more than 600 years people have been sending valentines to those they love on Valentine's Day (sometimes called Saint Valentine's Day). It was a favorite sentimental holiday in England, France, and later the United States and Canada.

The beginnings of Valentine's Day are uncertain. It does not seem to be connected with the several Saint Valentines who appear in church history. A likely beginning of valentine celebrations might have been an ancient Roman festival called the Lupercalia, celebrated on February 15. During this pagan feast, young Romans placed the names of young women in an urn. Then they drew from the urn by chance the names of young women who would be their partners for the festival. After the Romans became Christians, the churchmen wished to give the pagan festival a Christian meaning. The date for the celebration was moved a day ahead to February 14. This was the anniversary of the day a martyred Roman priest named Valentine was made a saint.

**April Fools' Day, April 1.** On the first of April it may be a good idea to look the other way if you see a purse lying on the sidewalk. Chances are it will be empty and you could be called an "April Fool" for picking it up. The custom of playing tricks on this day is so old that no one is sure how it started. In France, April first is called the day of "April Fish." Children may receive a gift of chocolate fish for their tricks. India celebrates its spring festival of Holi, toward the end of March, in which tricks and pranks also play a part.

**May Day, May 1.** This has been a festival of dancing, merrymaking, and flowers from earliest times. It is thought to have had its beginning in the ancient Roman festival in honor of Flora, the goddess of flowers. In England and many other European countries, May Day was celebrated by dancing around the maypole and playing games. Children in parts of North America observed the custom of hanging May baskets filled with spring flowers in their homes on the eve of May 1. As with valentines, the giver was supposed to remain unknown. Now, however, the children would rather be discovered and perhaps rewarded with cakes and candies.

**Lantern Festival, Early March.** China celebrates the Lantern Festival, marking the end of the New Year's season, on the 15th day of the first moon. It is a time for fun, games, and special foods and sweets.

**Feast of Saint Andrew, November 30.** The Day of Saint Andrew, patron saint of Scotland and Russia, is celebrated by Scottish people at home and in other countries. It is a time for gay parties. They feast on haggis (a pudding made of the heart and other organs of sheep or calf), listen to the bagpipes skirling, and sing the songs of Bobbie Burns.

**Dragon Boat Festival, June.** All over China, dragon-boat races are held on the fifth day of the fifth moon. This festival, honoring an ancient Chinese poet and statesman, is a joyful time celebrated with feasts and merrymaking.

**Hogmanay, December 31.** The people of Scotland and northern England observe this day by exchanging gifts. The children receive gifts of cake in return for their songs. Scotsmen in London assemble outside St. Paul's Cathedral, and forming a chain with their hands, join in singing "Auld Lang Syne."

from *The New Book of Knowledge*

Answer each question below in the space provided. Then underline the section in the article where you found the answer to the question.

1. When do the Chinese people celebrate the Lantern Festival? on the 15th day of the first moon. . . .

.....

2. What do Scottish people eat on the Feast of Saint Andrew? haggis . . .

.....

3. Why was the date of February 14 chosen for Valentine's Day? Churchmen wished to give the . . .

festival a Christian meaning. . . .

4. How did the festival of May Day begin? May Day began in an ancient Roman festival honoring . .

Flora, the goddess of flowers, . . .

5. What is April Fools' Day called in France?

It is called the day of "April Fish." . . .

6. How do the Chinese celebrate the Dragon Boat Festival? They celebrate by holding dragon boat .

races, feasting, and merry-making. . . .

.....

7. What is done on Hogmanay? Gifts are exchanged. . . .

.....

.....

On a separate piece of paper, tell which of the festivals you would most like to be part of. Why?

# Every day is special

Do you ever celebrate an un-birthday and sing "Happy unbirthday to you"?

## Un-birthday party

It wasn't someone's birthday,  
but we made a brownish cake  
with a clothespin for a candle  
and the nuts that pebbles make,  
and we put it in the summer sun  
to crispy-up and bake.

We wrapped up pine-cone presents  
in the nicest way we could,  
and maple leaves were place cards,  
and favors — twigs of wood. . .  
and for not being someone's birthday  
it was almost just as good.

Aileen Fisher

1. How old do you think the speaker is?

Five or six or even younger. Older children graduate from mud activities, usually. Answers will vary. . . . .

2. What, from nature, could you use to wrap up pine-cone presents? Answers will vary but might include large leaves, or a basket woven with grasses or reeds, or even large petals from flowers. . . . .

3. How would you feel if someone gave you an un-birthday? Why? Answers will vary. . . . .



4. What presents could you make from pine-cones?

Answers will vary but might include "owls," "birds," "trees." .....

5. How did you celebrate your favorite birthday? .....



# Last laughs

Summer is usually a happy time. When people are happy, they laugh. But how do people laugh? If you've really listened, you have heard many different kinds of laughs. These are synonyms for laugh:

**cackle:** laugh like a witch

**chortle:** a chuckle with a snort

**chuckle:** laugh softly

**giggle:** laugh in a silly way

**grin:** smile showing the teeth

**guffaw:** give a loud burst of laughter

**sneer:** smile scornfully

**snicker:** laugh in a silly way but in a way not be noticed

**snort:** laugh with a snoring noise

**titter:** laugh in a high-pitched way

Look at the people in the following pictures. Decide what laugh describes them. Choose one of the above words and write it below each picture.





What would make you:

cackle? *Answers will vary.* .....

.....

chortle? .....

.....

chuckle? .....

.....

giggle? .....

.....

grin? .....

.....

guffaw? .....

.....

sneer? .....

.....

snicker? .....

.....

snort? .....

.....

titter? .....

.....



















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